DOCUMENT RESUME

ED 152 121 HE 009 357

AUTHOR Hoelcle, Larene
TITLE The University Experience. Eight-Year Follow-up...1966 and 1967 Freshmen.
INSTITUTION State Univ. of New York, Buffalo. Student Testing and Research Office.
PUB DATE 77
NOTE 120p.; Tables and charts will not reproduce well ; Not available in paper copy due tc marginal legibility
AVAILABLE FROM State University of New York at Buffalc, Student Testing and Research Office, Buffalo, N.Y.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Opportunities; College Freshmen; College Graduates; Commuting Students; *Followup Studies; *Graduate Surveys; Higher Education; Institutional Research; Married Students; Research Projects; Resident Students; Statistical Data; *Student Attitudes; *Student Characteristics
IDENTIFIERS *State University of New York Buffalo; *Student Outcomes

ABSTRACT

This report is one of a series reporting data from an 11-year longitudinal study of two random samples of 100 students each, selected from the 1966 and 1967 entering freshman classes at the State University of New York at Buffalo. The study spans 10 years for each group. Responses from 60 of the 100 students in the 1966 sample and 54 of the 1967 group to a questionnaire administered in 1974 and 1975, respectively, are given in the present report. Three-fifths of the respondents had married and a few were separated, divorced, or remarried. Most of the group rented apartments or houses, a fifth owned their own homes, and a few lived with parents or in dormitories. Over 90 percent of the residents and 75 percent of the commuters had completed a bachelor's degree; married commuters were least likely to have completed their undergraduate work. Overall, a quarter expressed some degree of dissatisfaction with their current educational status, including a number of those who were not in school. Over four-fifths of the response groups were working eight years after they entered college, most of them full time. A majority held professional positions in education, medicine, government agencies, or industry. Of the one-fifth of the group who were not employed, 40 percent were students and 20 percent were homemakers. Most respondents described their feelings about themselves in positive or changing terms, and nearly all included positive attributes in their self-descriptions. (Author/SPG)

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A Biography of a Class Study

the university experience

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Eight-year Follow-up...

1966 and 1967 Freshmen

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Student Development Research
Division of Student Affairs

THE UNIVERSITY EXPERIENCE

Eight-Year Follow-up

1966 and 1967 Freshmen

Larene Hoelcle

Student Testing and Research
State University of New York at Buffalo
1977

This year has been one of great internal turmoil - seeing myself change and grow -- and not being sure if I want to grow there. It was one of assessing values and relationships, and me. It was lonesome, too. I found very few persons with whom I cared to relate very intensely. I spent a great deal of time alone -- partly because I wanted it, and needed it -- to think, and partly because I didn't feel particularly close to anyone. A most enlightening experience.

It's been a very good year -- despite my annual lapses of dissatisfaction with myself and my periodic bursts of wanderlust. But, I think they are healthy. They keep me on my toes.

I describe myself as indecisive because I am presently going through a reevaluation of both my personal and professional life and attempting to resolve whether to make any drastic changes or to continue in my same life style. Any major changes in my earlier goals may necessarily change my personal life style depending on whether I resume full time study or pursue another dimension of my profession.

This year I've been involved in a very ugly struggle in the community in which I teach. It's about 80% poor blacks and the mayor cut the school budget. For the first time in my life I did things through the "proper channels" and things turned out right. The budget was restored and I got a better understanding of local politics. Through this work I've gotten to know and understand the parents of my children better and also my children -- it's helped my teaching.

My marriage also forced me to change -- sharing, learning to give more of myself to a relationship. I've learned a lot about living with a person. It's been a good year -- I feel good writing it down!

ACKNOWLEDGEMENTS

The author wishes to thank many people who have assisted in this project. Helen S. Wyant, Research Director of the Office of Student Testing and Research, has given direction to the Longitudinal Study from its inception, and, with H. William Coles, III, read the preliminary drafts of this report and offered many valuable suggestions. Dolores LeFevre and Winifred Witt ably and patiently typed several versions of text and figures, and Karen Ziolkowski designed the layout, did the final typing, and assembled the manuscript for publication.

Special thanks go to the former SUNY/B students, whose continuing interest, cooperation and candor made this report possible.

ABSTRACT

This report is one of a series reporting data from an eleven-year longitudinal study of two random samples of one hundred students each, selected from the 1966 and 1967 entering freshman classes at the State University of New York at Buffalo (SUNY/B). The study spans ten years for each group. This report is based on responses to a questionnaire administered to the samples in 1974 and 1975 respectively, eight years after each group had entered the university. Responses from sixty of the one hundred students in the 1966 sample and fifty-four of the 1967 group are presented in the present report.

Three-fifths of the respondents had married, and a few were separated, divorced, or remarried. The 1967 group respondents were more likely than those from the 1966 group to have remained single. Nearly half of those who lived in university residences as entering freshmen had remained single, while two-thirds of the commuters had married. Married people reported greater satisfaction with their marital status than did the single people.

Most of the group rented apartments or houses, a fifth owned their own homes, and a few lived with parents or in dormitories. Fewer than fifteen percent expressed dissatisfaction with their living arrangements, although most cited something they disliked about their living conditions.

Over ninety percent of the residents and three-quarters of the commuters had completed a bachelor's degree; married commuters were least likely to have completed their undergraduate work. Nearly twenty percent of the group had completed masters' degrees. A majority of the respondents had been involved in some educational program during the previous year, including many who were seeking graduate or professional degrees. Among those aspects of their current educational pursuits that they liked, most frequently cited were academic/intellectual activities, and personal satisfaction or vocational advantages were also frequently mentioned. Dissatisfaction with the dependent condition of being a student was a frequently reported dislike, as were bureaucratic hassles and hectic lifestyles required by school attendance, academic dissatisfactions, and economic distress. Overall, a quarter expressed some degree of dissatisfaction with their current educational status, including a number of those who were not in school.

Over four-fifths of the response group were working eight years after they entered college, most of them full time. A majority held professional positions in education, medicine, government agencies, or industry. For three-quarters of the respondents, the bachelor's degree was the minimum requirement for their jobs, and in many cases post-baccalaureate degrees or licenses were required. A majority of the group reported some degree of satisfaction with their work. Working conditions, interpersonal or social relationships, academic or intellectual stimulation, and personal rewards were cited as enjoyable aspects of their jobs. Other working conditions headed the list of job-related dislikes.

Of the one-fifth of the group who were not employed, forty percent were students and twenty percent were homemakers. Others reported having found positions but not yet having started work. A few were job hunting or enjoying some leisure time. Two-thirds of those not employed expressed satisfaction with what they were doing.

Most respondents described their feelings about themselves in positive or changing terms, and nearly all included positive attributes in their self-descriptions. They cited interpersonal relationships, personal growth, and vocational experiences as the sources of their greatest satisfaction, and vocational, interpersonal and personal sources of dissatisfaction. Most reported some degree of satisfaction with the various aspects of their development, but substantial proportions felt some dissatisfaction with their creative expression and their contribution to the alleviation of societal problems.

These respondents seemed satisfied with most aspects of their lives and optimistic about the future. They were often critical of themselves and of those experiences and situations which caused them concern, but they were confident of their ability to cope with their problems.

FOREWORD

To explain the campus disruptions of the late 1960's in terms of rapid social change and its attendant dysfunctions has become a journalistic if not a sociological cliche. But some changes of which society became aware during those years have been slower, less traumatic, but pervasive and inexorable. For example, the role of women in the middle class has changed so that some of the expectations with which girls are reared no longer conform to the realities of their life situation after college. The traditional pattern -- high school, college, career (for men) and marriage (for women) has been replaced, in part, by other patterns for both sexes -- high school, college, graduate or professional school, and career (with or without marriage and with or without children). The years spent pursuing formal education have been increased for everyone who wishes to enter or to maintain membership in the middle class. One result of these changes is to make the years after one's twenty-first birthday a time of change and of decision, a time of making choices that once would have been made before college. For both sexes there are decisions to be made about marriage, family and other interpersonal relationships, about educational pursuits which may be life-long, about jobs or careers which are likely to change, and about the coordination of all these aspects of living.

The state in which freshmen of 1966 and 1967 find themselves eight years after entering college is dynamic in ways that most did not anticipate. This report explores some of the ways in which they are organizing their lives and coping with this time of decision.

In 1964, University Research, now Student Testing and Research, initiated a developmental research project entitled A Biography of a Class. The purpose of this project is to describe characteristics of SUNY/B students and their experiences during and after college to faculty, administrators, and other students, and to contribute to existing knowledge of personal, social, intellectual, and vocational development during the college years and early adult life.

Presently a variety of student perspectives on the university experience are being sought through three major research efforts. First, incoming freshmen are surveyed during the summer preceding their freshman year; follow-up

studies are projected to explore changes in their values, goals, and perceptions of college during the college years. Senior classes have been surveyed to explore their unique perceptions of the undergraduate experience. Reports of both of these efforts will be published as parts of a series entitled College Student Perceptions. Finally, there is the Biography of a Class Longitudinal Study in which two samples of incoming students are followed annually by interview throughout their college years, whether or not they persist, and by questionnaire for the following six years.[1] Background and demographic information, including high school grades and activities and parents' educational and economic status, as well as students' educational goals, is available for participants in the study and will be analyzed in order to explain the differing experiences of sample members.

This follow-up of a sample of 1966 freshmen in 1974 and 1967 freshmen in 1975 is part of a series presenting results of the longitudinal study of State University of New York at Buffalo (SUNY/B) students. Its purpose is to portray various aspects of the participants' lives as they described them eight years after entering college. This and future reports will endeavor to increase our understanding of the college experience and its effect on the development of young adults from their late teen's to their late twenties.

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[1] A list of these reports, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, SUNY/B, Buffalo, New York 14214.

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CHAPTER I

METHOD

Two samples of one hundred students each, stratified by sex and residence status, were selected from among the 1966 and 1967 incoming freshman classes at the State University of New York at Buffalo (SUNY/B). Members of both samples were interviewed twice during their freshman year, once in each semester, and in the second semester of each of the remaining three years. Questionnaires were sent yearly for the following six years. All original members are retained in the sample for the full ten years whether they remain in school, transfer, drop-out, or fail to complete an interview or questionnaire.

This is a report of the fourth follow-up questionnaire each sample received, both groups being asked to respond eight years after their entrance as freshmen at SUNY/B.

SAMPLE

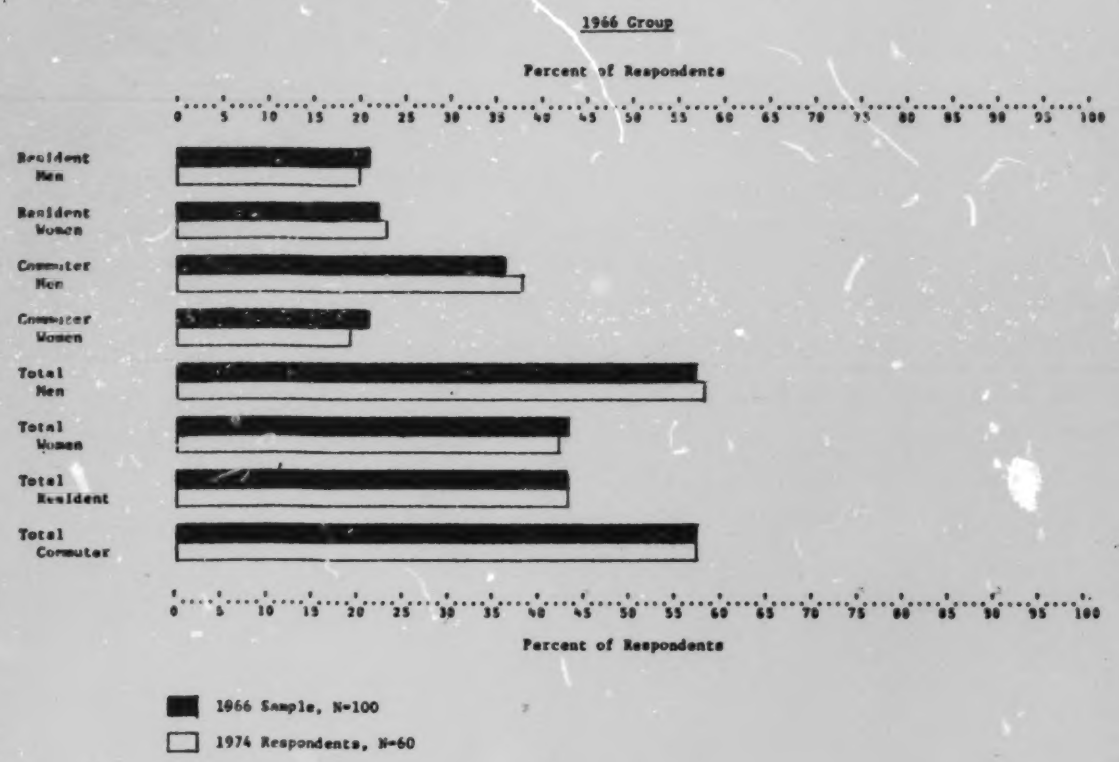
Sixty of the one hundred students in the 1966 sample responded to the 1974 questionnaire, and fifty-four of the 1967 sample responded to an identical questionnaire in 1975. For both groups, eight years had elapsed since they entered SUNY/B as freshmen, and they were all in their middle twenties at the time that they responded to the survey.

Composition of the 1974 and 1975 samples closely resembled the original samples of which they were a part in terms of sex and original residence status (Figure 1). Data for the two groups of former students are combined so that the subgroups are large enough for differences in the experiences of men and women, resident and commuter, and married and single respondents to be explored. When differences do exist between the two samples, most will be noted in the text.

Original residence status refers to the living arrangements of incoming students in the fall of their freshman year. Those who, as entering freshmen,

Figure 1

COMPARISON OF 1966 AND 1967 SAMPLES WITH 1974 AND 1975 RESPONSE GROUPS: By Sex and Original Residence Status



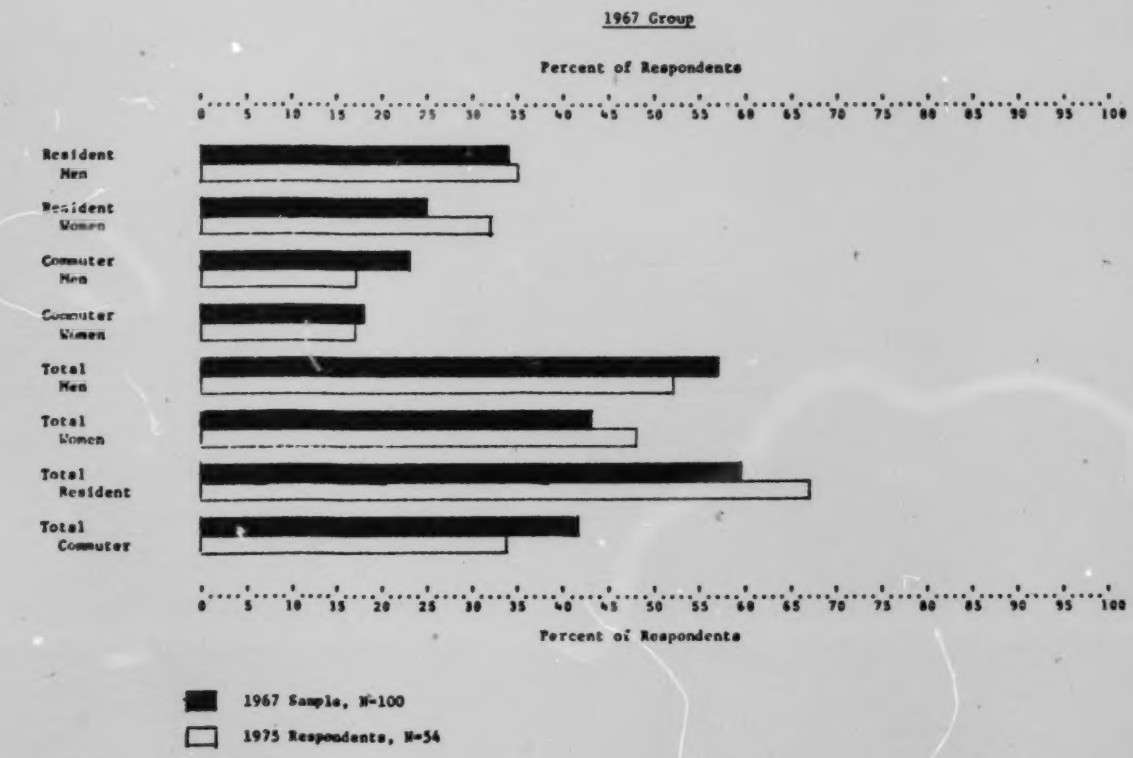
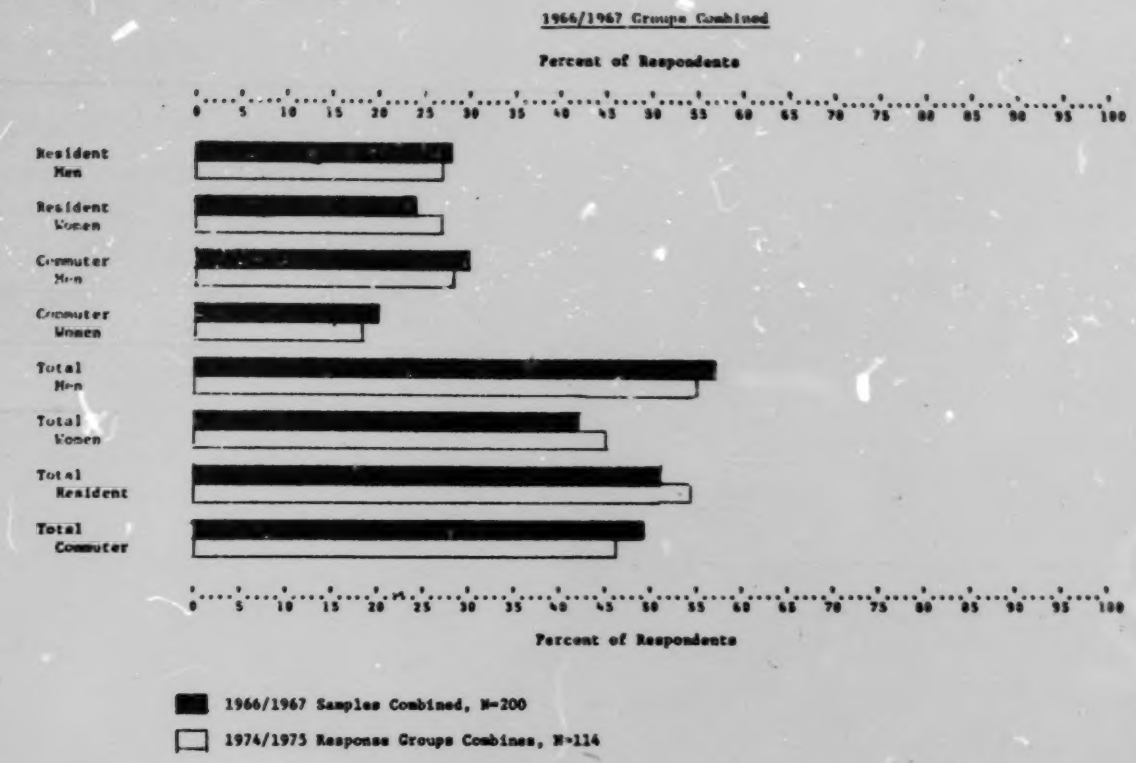


Figure 1 (Cont'd.)

COMPARISON OF 1966 AND 1967 SAMPLES WITH 1974 AND 1975 RESPONSE GROUPS: By Sex and Original Residence Status


1966/1967 Groups Combined
Percent of Respondents
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Resident Men
Resident Women
Commuter Men
Commuter Women
Total Men
Total Women
Total Resident
Total Commuter
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Percent of Respondents
1966/1967 Samples Combined, N=200
1974/1975 Response Groups Combines, N=114

lived in university housing were designated Residents, and those who lived in their parental homes were classified as Commuters. Half or more of each of the sex/residence subgroups responded in all cases except one: only forty percent of the original commuter men in the 1967 sample responded in 1975. The highest response rate was that of 1967 commuter women, sixty-eight percent of whom responded in 1975. Overall, the proportions of men to women and residents to commuters in the 1974/1975 combined samples closely resemble those proportions in the combined 1966/1967 samples. However, the response groups are no longer representative of either the 1966 or 1967 entering freshmen, and these findings, although interesting and suggestive, cannot be generalized to any larger group.

QUESTIONNAIRE

The 1974 questionnaire for the 1966 group and the 1975 questionnaire for the 1967 group are identical. This is a long, and in some ways complex questionnaire, designed to investigate personal, interpersonal, educational and vocational pursuits and respondent satisfaction and dissatisfaction with these several dimensions of their lives. Many of the questions are open-ended, allowing unique and sometimes extensive responses. Others are limited response questions, the options based on previous responses to open-ended questions. Questions about their relationships with and feelings about each member of their parental families were included; these data will be reported separately at a later date. A copy of the questionnaire is presented in the Appendix.

CLASSIFICATION OF RESPONSES

Responses to each open-ended question was tabulated and all were used as the basis for the classifications which have been developed and used in this report. The classifications, representing aspects of young adult development and experience with which this report is concerned, are:

Personal -- concerned with self, feelings, capacities, needs, identity, maturity, values and goals.

Interpersonal -- pertaining to relationships with and attitudes and feelings about other people with whom living space, learning and working environments are shared.

Academic/Intellectual -- pertaining to intellectual interests, academic experiences, educational pursuits and goals, and degrees earned or sought.

Vocational -- concerned with jobs or career development, and related likes and dislikes, and satisfactions and dissatisfactions.

ORGANIZATION AND PRESENTATION OF DATA

Home and family concerns, marital status, parenthood, living arrangements, and the respondents' attendant feelings and levels of satisfaction are the topics of Chapter 2. Chapter 3 covers educational background, current academic pursuits, degrees earned or sought, and respondents' feelings about their education. Chapter 4 deals with vocational concerns including how respondents got their jobs, what kinds of jobs they held in what settings, what they liked and disliked about their jobs, and what those who were not employed were doing. Respondents' views of themselves and their satisfaction with various aspects of personal development are presented in Chapter 5. Chapter 6 presents some brief concluding observations.

For each question, respondents were asked what they liked and disliked about their situation as well as their degree of satisfaction with it. Satisfaction was indicated on a six-point scale, with the following options: (1) Very Dissatisfied, (2) Dissatisfied, (3) More Dissatisfied than Satisfied, (4) More Satisfied than Dissatisfied, (5) Satisfied, and (6) Very Satisfied. These data are reported in terms of mean satisfaction so that responses of men and women, single and married people, and those employed part time or full time can be more adequately compared. When means are reported on figures or in the text, they appear as Mean = ___ or (M=___) and are based on the number of usable responses to the question.

These data are reported in the text and in figures. Data are reported in percents so that groups of unequal size can be compared. Categories in which

data are reported are identified by capitalization of the first letter of the category and correspond with headings on the figures. Finally, quotations from the questionnaires, illustrative of various themes, are interspersed in the text in *script*, edited only to assure clarity.

INTERPRETATION

Percentages in figures and text are based on the total number of respondents (N=114) except where percentages for the subgroups -- men or women, resident or commuter, single or married people -- are reported. In these instances, the number in the subgroup on which the percentages are based is provided in the appropriate chart or graph.

Multiple responses were recorded for some questions, so the total number of responses reported may exceed the total number of respondents and the sum of percentages may be greater than one hundred percent. Each individual, however, was included only once in each major response category even though he or she may have been included in more than one subcategory. On the other hand, a response with a distinct "interpersonal" aspect would have been included in the overall Interpersonal category even if it could not be included in any of the more specific subcategories.

Data from 1966 and 1967 groups are combined for this report in order to increase the numbers in each sex, residence, and marital status subgroup. The size of even the combined subgroups, however, is insufficient for adequate statistical analysis. Differences between the subgroups are reported as a matter of interest, but they cannot be generalized. Where such differences are noted in the text, they reflect at least a ten percent difference in response between the groups. Proportions reported in the text are sometimes approximations, but are always within two percent of the actual percentages.

In a few instances, observations in the text lack figure referents in the study. This is true where a single difference in response was found for a sex/residence or sex/residence/marital status subgroup, and inclusion of the entire figure was judged to be uninteresting. Tabulations of these data are available upon request from Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214.

LIMITATIONS OF THE STUDY

Despite the similarity in terms of sex and original residence status between the response groups and the original samples, the data reported here are not generalizable to either of the original samples or the 1966 and 1967 freshmen classes at SUNY/B. Their responses cannot be assumed to characterize the members of those samples who did not respond to the questionnaire. Reported differences between groups are based on the proportions of the various groups who responded in similar or dissimilar ways rather than upon statistical analysis.

The free response format, which provides opportunities for unique answers and richness of data, has limitations as well. The most that can be said about these responses is that a certain proportion of the sample reported a given perspective or activity. It cannot be assumed that one group would not have agreed with others who responded differently if limited choices such as multiple choice or true-false options had been offered to both.

CHAPTER 2

HOME AND FAMILY

The relationships of the respondents with their parents, siblings, spouses and children have been a concern of the longitudinal study from its inception.[1] These relationships are a part of the general concern with the respondents' social and interpersonal development during the college years and afterward, when these young adults establish homes and families of their own. Living arrangements are also of interest, partly because of the differences in life-styles former students develop after they leave SUNY/B, and partly because of the geographic dispersion of former SUNY/B students.

MARITAL STATUS

There are differences in the sex/residence/marital status composition of the 1966 and 1967 response groups eight years after they entered SUNY/B. The residents, especially the women, and the commuter women from the 1967 group were more likely than those from the 1966 sample to have remained single. However, all but one of the commuter men among the 1967 group had married at the time of the ninth contact, compared with sixty-five percent of the commuter men who responded from the 1966 group. These differences, however, may merely reflect differences in response rate among the various subgroups, rather than differences between the 1966 and 1967 samples; twice the number of single residents and half as many of the married commuters responded from the 1967 group as responded from the 1966 group. The marital status of the two complete

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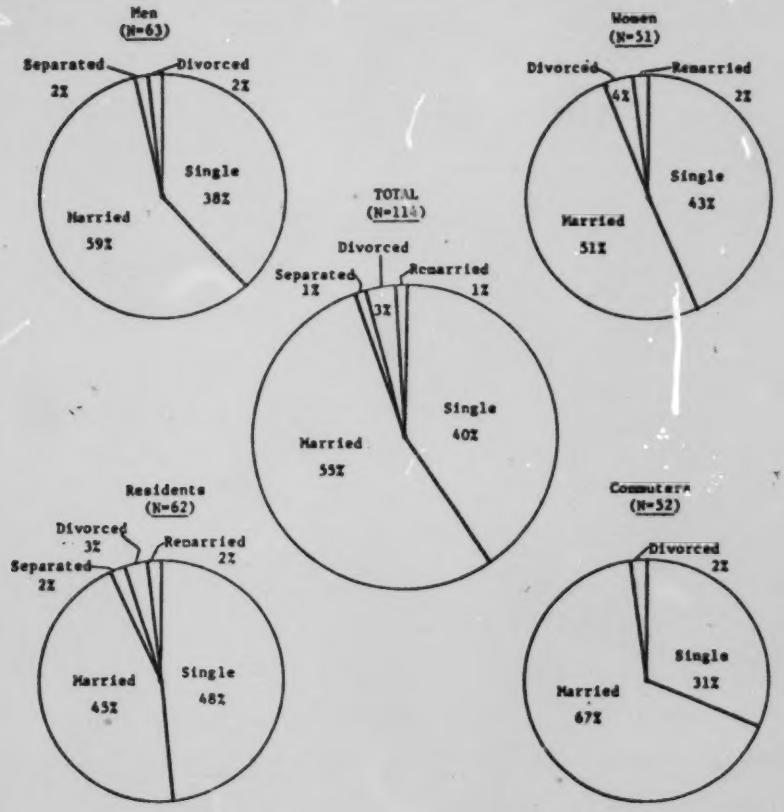
[1] Respondents' relationships with their families, and changes in those relationships during the college years, were reported in A Biography of a Class, Interview Studies 2, 3, and 4, and will be comprehensively treated in Part II of this report, forthcoming. Parental relationships are discussed in A Biography of a Class, Follow-up... 1967 Freshmen in 1973. Respondents' feelings about and satisfaction with their marital and parental situations are reported in each of the follow-up studies in this series.

original samples is unknown, and the two groups may in fact be very similar.

Three-fifths of the respondents had married during the eight years after they had entered SUNY/B (Figure 2.1). A few of these had been separated or divorced, and one had been divorced and remarried during this time.[2]

Figure 2.1 MARITAL STATUS, By Sex and Original Residence Status



Half of the respondents who were former residents had remained single, and a few others were separated or divorced at the time they responded to the questionnaire. Among the former commuters who responded, two-thirds had married, and all but one of them were still married at the time of the ninth

[2]Throughout this report, those who reported being separated or divorced are classified as single people.

contact. Within each residence group men and women were about equally likely to have married. Over seventy percent of the commuter men, the highest percentage among the sex/residence groups, had married and all of them were still married at the time of the eighth year questionnaire.

Positive Aspects of Marital Status

As might be anticipated, married and single respondents differed quite markedly in their response to this question (Figure 2.2).

Single Respondents. Single people responded overwhelmingly that what they liked about being unmarried was enjoyment of Personal freedom. Others liked having time to pursue various Self-Interests.

> *Freedom of movement, primary responsibility only to self and own needs, more privacy, freedom to establish wide spectrum of relationships, on many levels, with both sexes.*

> *Great scope of personal freedom to pursue a full time career, travel, and only have responsibility for myself and to myself. Being single has allowed me the opportunity to experience my abilities and realize I can have an identity without marriage.*

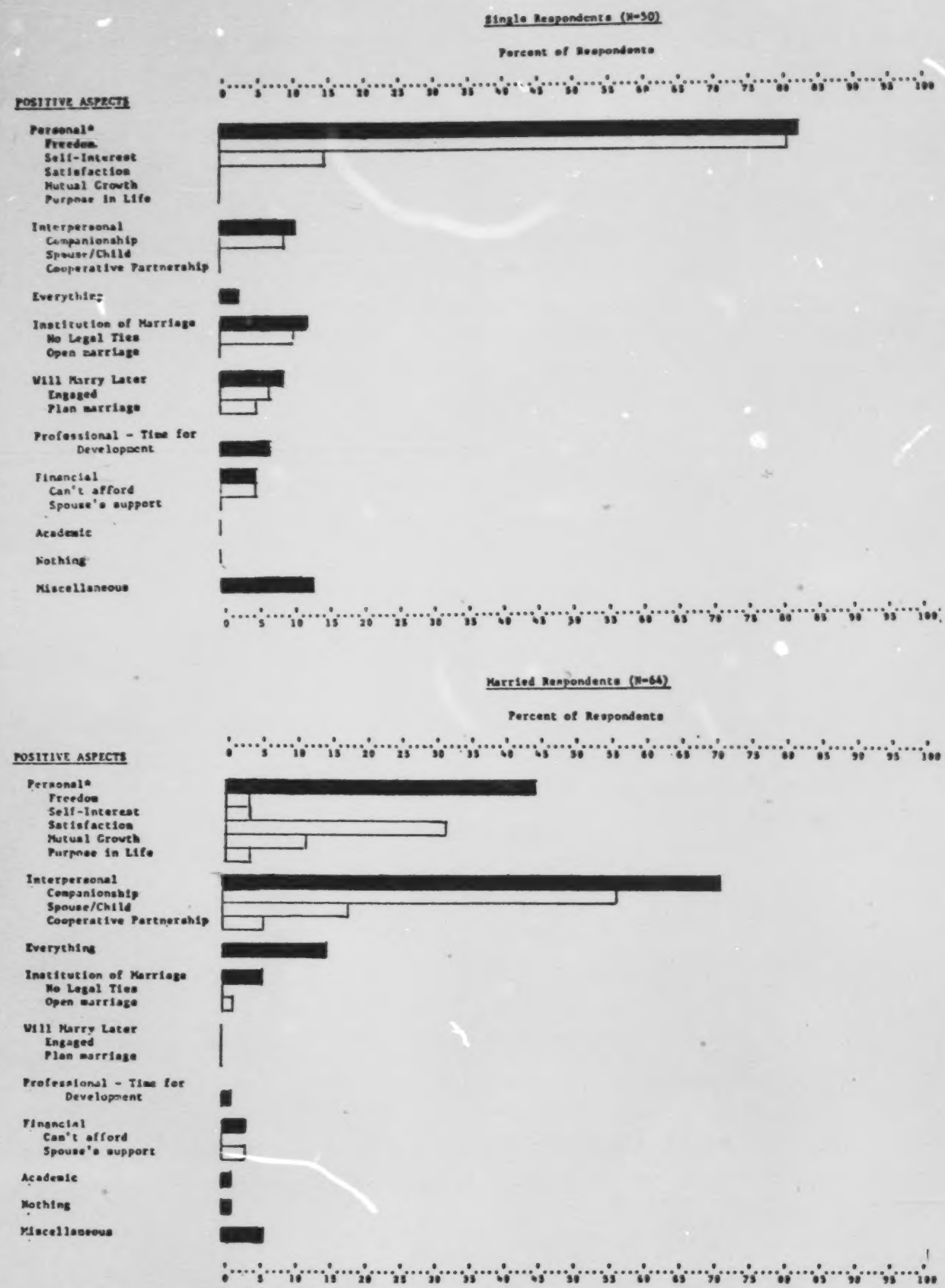
Fewer respondents, most of whom were former residents, expressed distrust of the Institution of marriage, preferring nonlegal relationships, or reporting that they enjoyed the companionship and love of another and were content to remain unmarried.

> *In a sense I am married -- companionship, love, etc. Yet, I have legal independence -- I think, too, that marriage often allows a good relationship to stagnate, because of the legal bond, somehow, both people stop keeping themselves and each other new.*

> *Am perfectly happy being single. Have lived with* [name] *for the past four years whom I have a very good relationship with and see no need to get married.*

A few others were planning marriage in the future or postponing marriage while they pursued educational or professional goals or earned enough money to feel

Figure 2.2 POSITIVE ASPECTS OF MARITAL STATUS, By Marital Status



*Although an individual might respond in one or several subcategories, she/he is counted only once in each major category, i.e., Personal, Interpersonal, etc.

secure enough to marry.

> *With present status as a student and no job, marriage responsibilities would be difficult.*

> *Freedom, responsible really only for myself, able to concentrate on my career.*

All the single respondents found something to like about their single status, and many were enthusiastic.

Married Respondents. Most of the married respondents reported enjoyment of the Interpersonal aspects of their marriages, citing especially the Companionship and sharing of the relationship, as well as the building of a Cooperative partnership with their spouses, and a general liking and appreciation of Spouse and Children.

> *My husband and I both enjoy being married very much. I like the fact that we always discuss things together before making a decision.*

> *We seem to have a fairly decent, working relationship which has come through intact through a lot of hard times, complete with sense of humor.*

> *Right now, when both of us take more pleasure in future prospects than in present circumstances, the cooperation through which our hopes are being realized, and the understanding by which the present is made tolerable. Perhaps because my counter instincts become more disciplined every year, the restrictive aspects of marriage are no longer so evident to me as the freedom it affords. (How else could I go to [school] without a fellowship and with only a summer job? How else could I get out of at least half of those household chores which make life so tedious -- and still get them done?)*

Over two-fifths of those who were married responded in terms of Personal interests, reporting especially the Personal satisfaction of marriage and family life and the opportunity for Mutual growth, commitment, and affection within marriage.

Chance for mutual growth, companionship, warm and secure place to come home to.

Wife takes care of me! (i.e., cooks, etc.); security of stable relationship and availability of sexual partner.

A few reported that Everything about married life was to their liking. All but one found something to like about being married.

Negative Aspects of Marital Status

No matter how enthusiastic respondents were about their marital status, there was generally something they disliked about it (Figure 2.3). Seventy percent of the single people and seventy-eight percent of the married ones reported something about their status that they dislike.

Single Respondents. Single people, with the exception of the single commuter men, most frequently reported Interpersonal problems with their single status, particularly a desire for the Companionship and sharing of a close emotional relationship.

I'm ready to settle down to form some kind of permanent commitment with someone and perhaps raise a family in the next five or so years.

The lack of intimate contact, "having" a person, "constantly," with whom to chase back the loneliness. A bewitching fantasy.

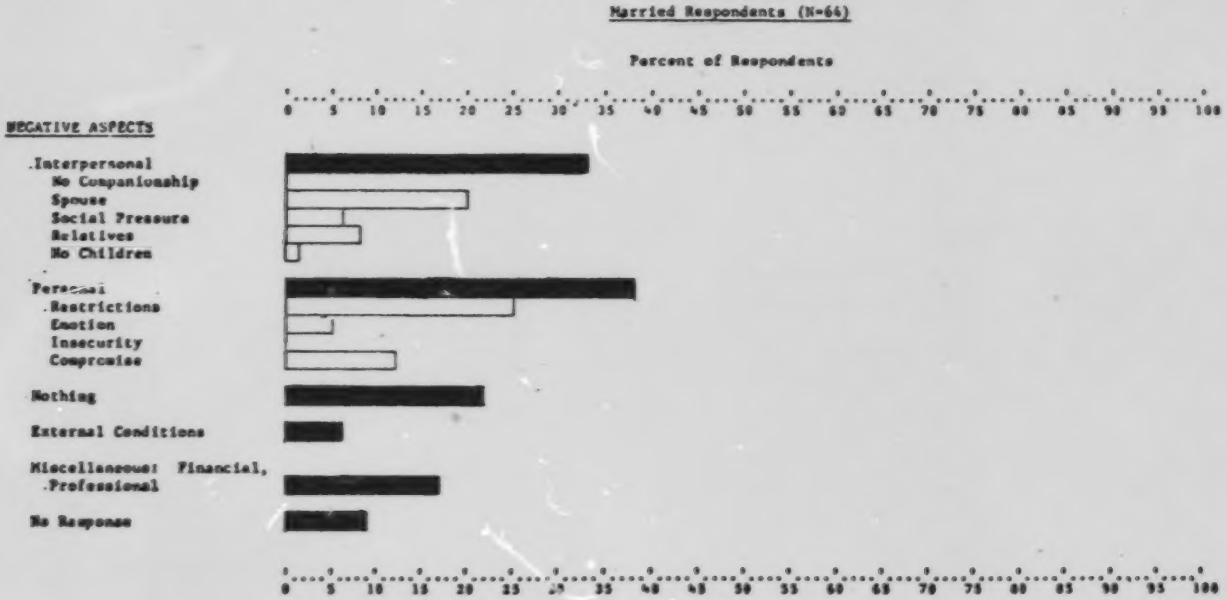
A few, resident women in particular, reported dissatisfaction with Social pressures and expectations, or the social discrimination against single people.

Social pressure to marry. Most parents are anxious to avoid having an "old maid" daughter or worse, one "living in sin."

People perceive me as illegitimate somehow. Married people won't interact with me; I'm unbalanced.

Single men are charged more for club dues, taxes, etc. Discrimination against singles both male and female.

Figure 2.3 NEGATIVE ASPECTS OF MARITAL STATUS, By Marital Status



Two-fifths of the single respondents reported Personal dislikes related to being unmarried. Half of these reported Emotional reasons such as laziness, loneliness, or fear of the permanence associated with marriage. Others felt Insecure, a condition they thought marriage by itself would not cure.

> *I prefer people to walls. Loneliness can be a drag. I'd like to be close enough to one or more people and live in a "committed" relationship.*

> *Disattachment; loneliness; love is missing.*

> *The occasional feeling of insecurity; however, I usually feel that marriage isn't the solution to that problem.*

A quarter reported that there was Nothing they did not like about being single.

Married Respondents. Married people, especially the resident men, reported disliking such personal conditions as the Restriction on their freedom and the requirements of Compromise dictated by marriage.

> *Some of her friends. Often have to compromise. Loss of some "freedom" that I had when I was single.*

> *Being married is all encompassing -- it consumes spare time in ways which are not always pleasant and enjoyable.*

Dislikes related to one's Interpersonal relationships or Social pressure were reported by a third of the married group, especially the women. These respondents cited difficulties in developing relationships with their Spouses, the interference of Relatives or in-laws, social role expectations and other external pressures.

> *Interpersonal conflicts generated as a result of conflicting value systems; responsibilities of marriage complicate my graduate education, e.g., time must be allocated more carefully.*

> *Constant fights about trivial matters; difference in educational levels (I'm a college grad., he never attended).*

Sometimes I feel that I've missed out on being single; maybe I shouldn't have married 2 weeks after graduation from college. I am not free to do as I wish with my career. I dislike the close family involvement with my spouse's relatives.

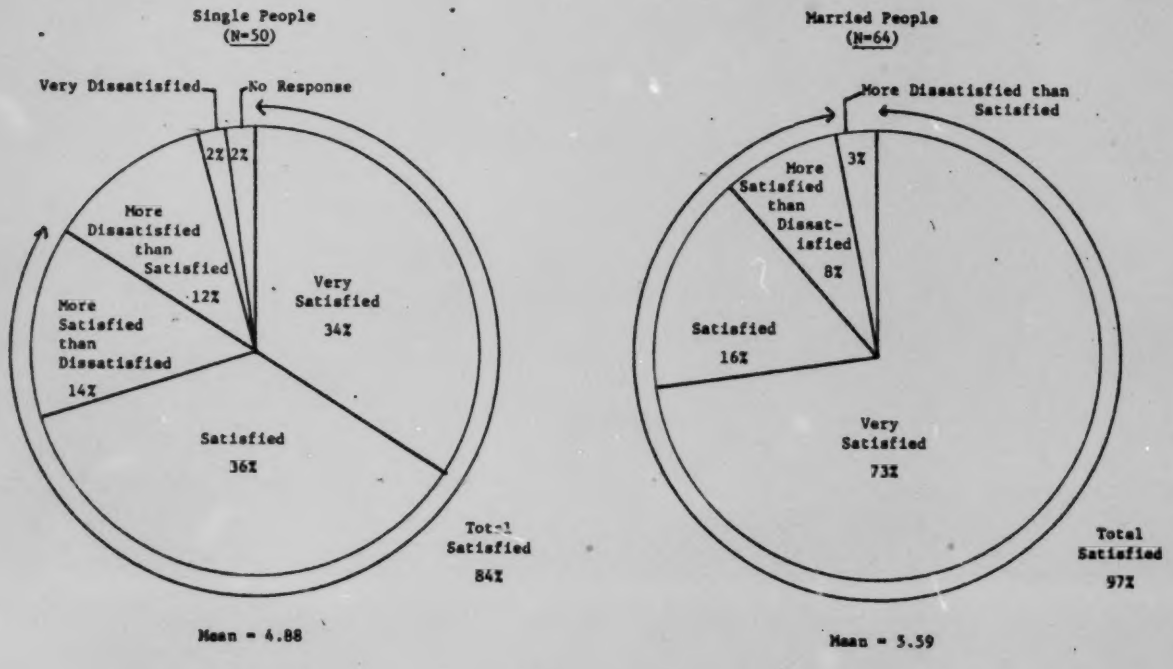
Occasionally I feel I'm falling into the "housewife role," but we talk and work it out.

A fifth of the married respondents, including forty percent of the married commuter men, found Nothing wrong with their married state.

Satisfaction with Marital Status

Respondents were asked to assess, on a six-point scale, their degree of satisfaction with their marital status. Most people, married and single, expressed satisfaction with their status, although married people were more than twice as likely as single ones to report that they were Very satisfied (Figure 2.4).

Figure 2.4 SATISFACTION WITH MARITAL STATUS, By Marital Status



Among the single respondents, resident women and commuter men, with equivalent mean satisfaction scores (M=5.1), reported greater satisfaction than did resident men and commuter women, whose mean satisfaction scores were also equivalent (M=4.6). But among the married respondents, resident men had the highest mean satisfaction (M=5.7) of the sex/residence groups, while married commuter women expressed less satisfaction with their marital status than did other groups of respondents (M=5.4).

PARENTAL STATUS

One-sixth of the respondents, ten percent of the former residents and a quarter of the commuters, were parents eight years after their freshmen interviews. Resident parents had one child each, with the exception of one man who had two children. Half of the commuter parents had two children.

Positive Aspects of Parental Status

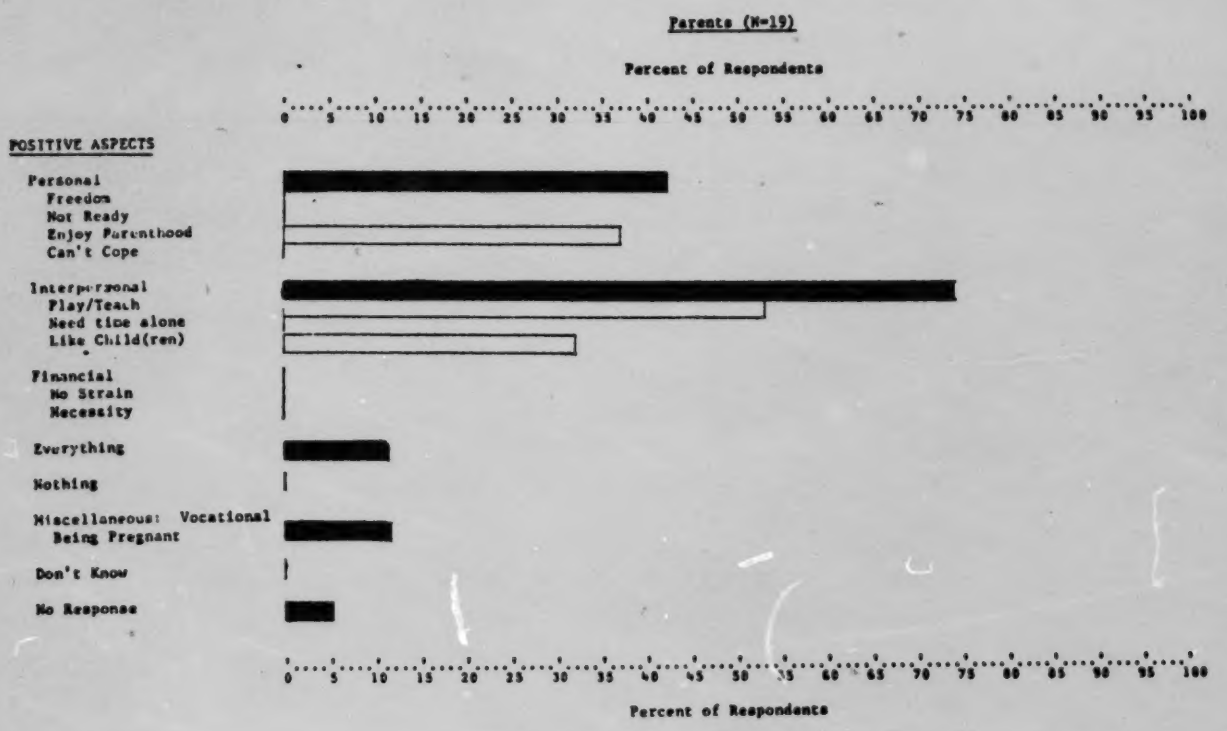
Whether or not they were parents, respondents were asked to report what they liked about their parental status. Those who were parents cited their relationship with their Children or their personal enjoyment of parental roles (Figure 2.5).

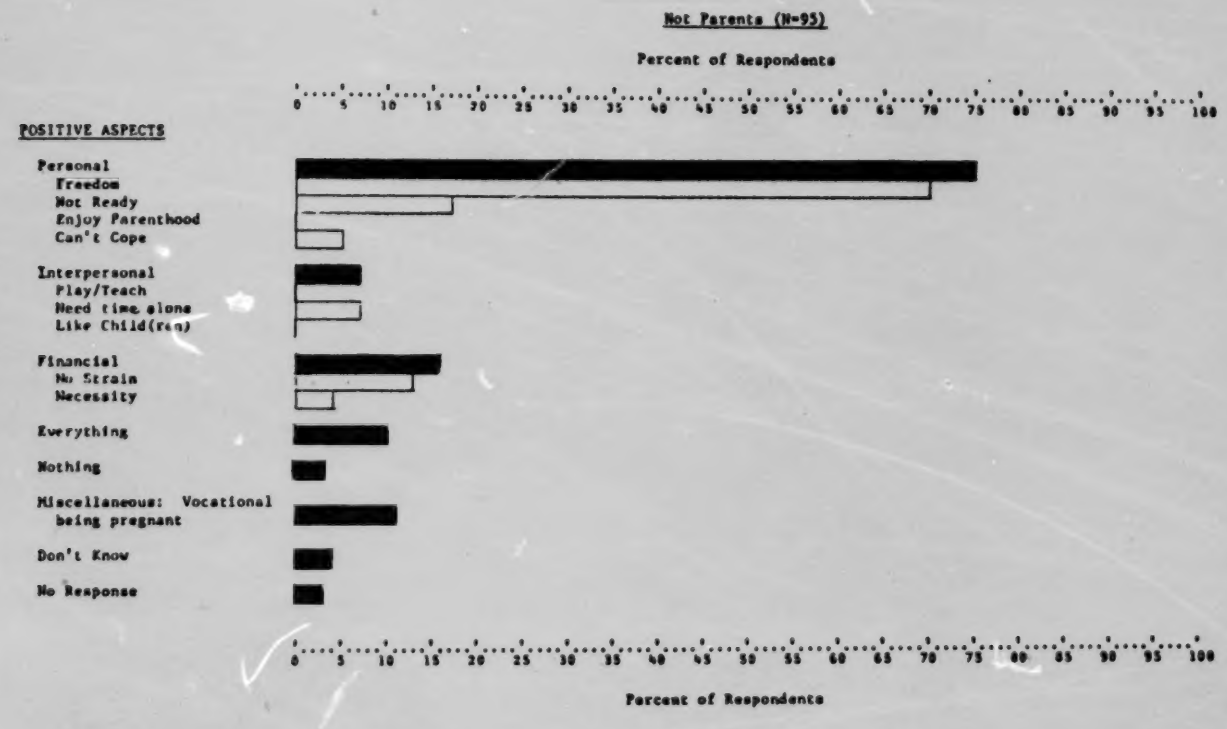
> *Holding him on my lap and watching him smile. I was in the delivery room and saw him being born. It was one of the few real "religious" experiences of my life. I have his first cries on a cassette tape.*

> *Watching them grow into human beings, capable of both laughter and tears, of being able to formulate ideas and decide things for themselves.*

> *I like my daughter now that she is getting older. I don't like little babies and did not really enjoy my daughter while she was one. I like watching her grow and interact with people (she's a very social person - more social than I). I like being able to provide her needs and solve her problems -- she lives in a manageable world.*

Figure 2.5 POSITIVE ASPECTS OF PARENTAL STATUS, By Parental Status





Opportunity to witness development of young children at point-blank range -- gives a window into my own youth. I enjoy parental responsibilities -- I come from a long line of fathers.

Those who were not parents responded in many different contexts. Two-thirds of them liked their Personal freedom from responsibility for the care of a child.

We're not ready yet -- either of us -- for the responsibility of kids -- emotionally and time-wise and financially. Much freedom now.

I enjoy the lack of responsibility that comes with being simply a couple. Our activities are selfish -- hobbies, trips to visit friends, etc. We have little that we have to do and very secure finances as we have few expenses.

Several others reported that they were Not ready for parenthood emotionally or that they could not yet afford children.

Not ready to assume responsibilities of parenthood either financially or emotionally.

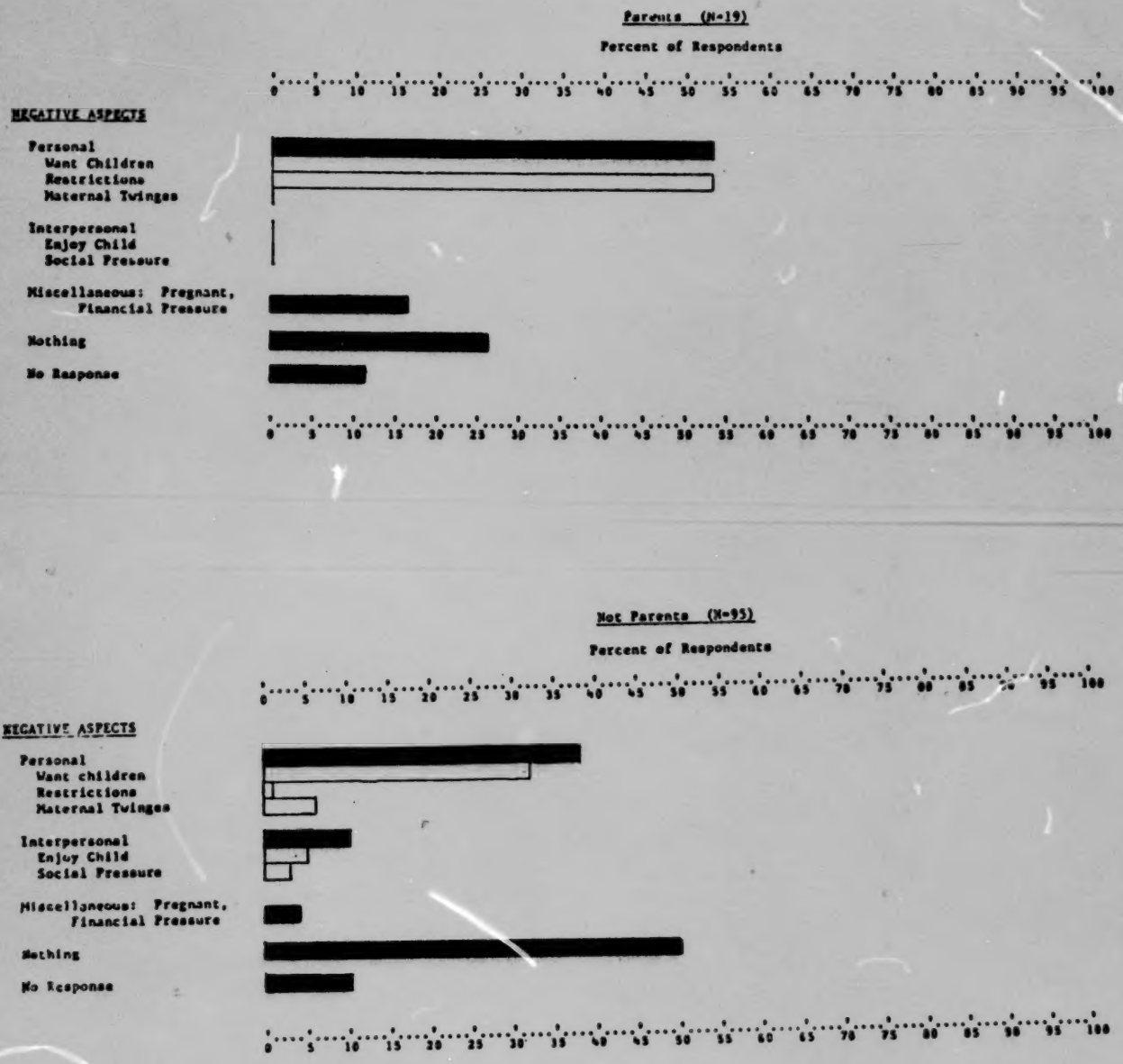
It would be very difficult for me to go to school and have enough income at the same time to support a child.

A few were planning parenthood for the not-too-distant future.

I do have a dog, whom I love dearly, and who strikes me as far more intelligent than myself at a comparable age. I started off raising plants, then turtles; I conclude from my success with the dog that I shall be ready soon to raise humans.

Equal proportions of married and single people liked Everything about their parental status.

Figure 2.6 NEGATIVE ASPECTS OF PARENTAL STATUS, By Parental Status


Parents (N=19)
Percent of Respondents
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
NEGATIVE ASPECTS
Personal
Want Children
Restrictions
Maternal Twinges
Interpersonal
Enjoy Child
Social Pressure
Miscellaneous: Pregnant,
Financial Pressure
Nothing
No Response
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Not Parents (N=95)
Percent of Respondents
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
NEGATIVE ASPECTS
Personal
Want children
Restrictions
Maternal Twinges
Interpersonal
Enjoy Child
Social Pressure
Miscellaneous: Pregnant,
Financial Pressure
Nothing
No Response
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Negative Aspects of Parental Status

Among those who were parents at the time of the ninth contact, over half reported disliking the Personal restrictions and lack of privacy that parenthood requires (Figure 2.6).

> *There are times I want to use for myself and for my wife and me, but these are compromised occasionally.*

> *Sometimes it gets a little too time consuming. It's hard to have privacy of any sort with 2 kids around.*

Many commuters reported not disliking anything about being parents.

> *Nothing. Our daughter was planned for and wanted very much. I love being a father. It's a great responsibility, but I love it.*

Those who were not parents responded in a variety of ways. Half, more of them commuters than residents, reported no dislikes, and another tenth did not respond to the question. However, forty percent cited Personal dislikes, especially not having children. Resident women were more likely than others, and commuter women less likely, to cite a desire to have children.

> *When I see my small nephew or other young children, I think it would be nice to have children. Also I don't want to be too old before I have children (I'd like to have kids by the time I'm 30).*

> *The fact that everyone likes to leave some sort of imprint on the world by replacing yourself, and I feel I am missing the joys and heartaches of raising a child.*

> *I would like to raise a child -- someone I can share myself with and help to grow -- in some ways an extension of myself and yet a unique individual.*

A few reported disliking the Social pressures to have children. Others cited Enjoyment of other people's children, and two respondents were about to become parents.

I dislike our family's impatience with our plans for having children.

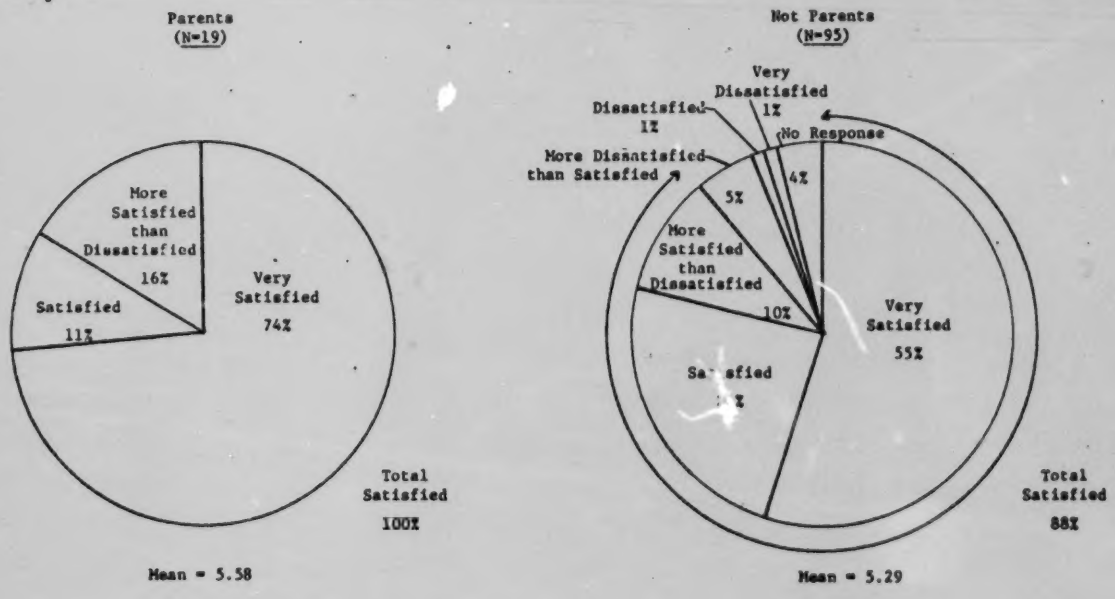
Occasional maternal twinges and pressure from my parents.

I adore having children with me -- doing things and going places with them. Right now I've got a very close relationship with my 4-year old cousin -- sort of like the good part of being a parent without the extra responsibility.

Satisfaction with Parental Status

Generally those who were parents expressed greater satisfaction with their parental status than those who were not (Figure 2.7).

Figure 2.7 SATISFACTION WITH PARENTAL STATUS, By Parental Status



Among the nonparents, all but one of those who expressed some degree of dissatisfaction with their parental status were former residents. Commuters generally, but especially commuter women, reported the greatest satisfaction with their status as nonparents (M=5.8).

Among those who were parents, resident women and commuter men reported higher mean satisfaction with their status than did others (M=6.0 and 5.8, respectively). Commuter women who were parents expressed the least satisfaction with their status (M=5.0).

GEOGRAPHIC LOCATION

In addition to the former commuters, one of the resident students lived in the Buffalo-Niagara Falls area when they entered SUNY/B. Sixty percent of the residents came from the New York City area, and most of the rest came from various Upstate New York towns and cities. Only two lived outside of New York State.

Eight years after entering SUNY/B, over sixty percent of those who came originally from Buffalo were still living here, while nearly a third had moved out of the state (Figure 2.8). A third of those who had lived in New York City were living there at the time of the ninth contact, while forty-four percent had moved out of state. Two-fifths of the original upstate New York residents had moved out of state as well, but fifty-seven percent were living in upstate locations. Overall, thirty-six percent of the respondents were living out of state eight years after entering SUNY/B.

The group most likely to live in Buffalo were the former commuter men who were also least likely to have moved out of state. Seventeen percent of the residents who came originally from New York City resided in Buffalo at the time that they answered the questionnaire; two-thirds of them were in graduate or professional school.

The most discernable pattern has been the tendency of many people to stay in or return to the areas in which they grew up, and the increasing tendency of others to move out of state in pursuit of graduate education or jobs.[3]

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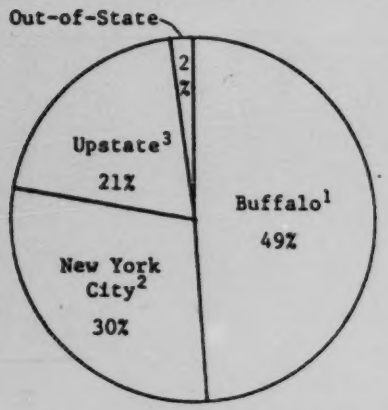
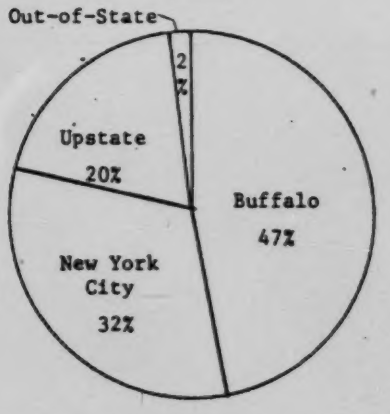
[3]This pattern has been noted in previous reports on this series: Follow-up... 1966 Freshmen in 1971; Follow-up... 1967 Freshmen in 1973; and Seven-year Follow-up, 1966 and 1967 Freshmen.

Figure 2.8 LOCATION OF HOMES OF 1974/1975 RESPONDENTS

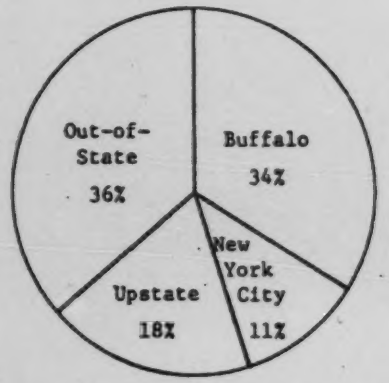
Homes of 1966/1967 Sample in 1966/1967 (N=200)



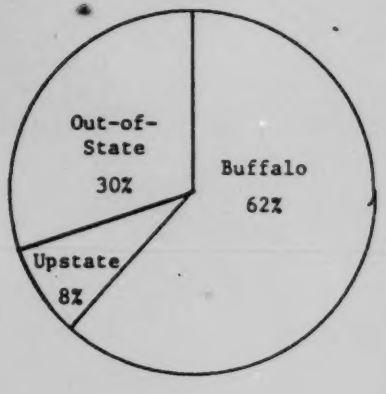
Homes of 1974/1975 Sample in 1966/1967 (N=114)



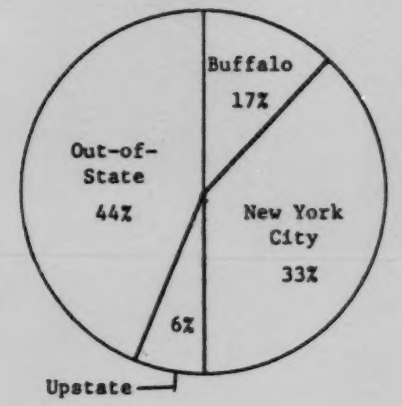
Homes of 1974/1975 Sample in 1974/1975 (N=114)



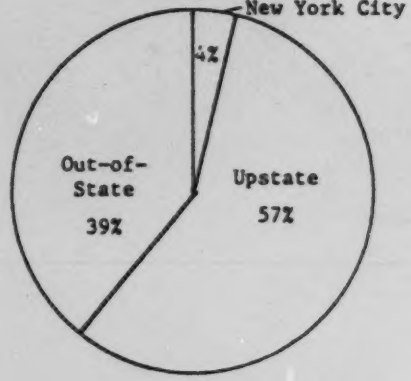
Homes of 1966/1967 Buffalo Residents in 1974/1975 (N=53)



Homes of 1966/1967 New York City Residents in 1974/1975 (N=36)



Homes of 1966/1967 Upstate Residents in 1974/1975 (N=23)



-25-

[1]"Buffalo" here includes Erie and Niagara Counties.

[2]"New York City" here refers to the metropolitan New York area including Long Island.

[3]"Upstate" New York includes all of New York State outside of the "New York City" and "Buffalo" areas.

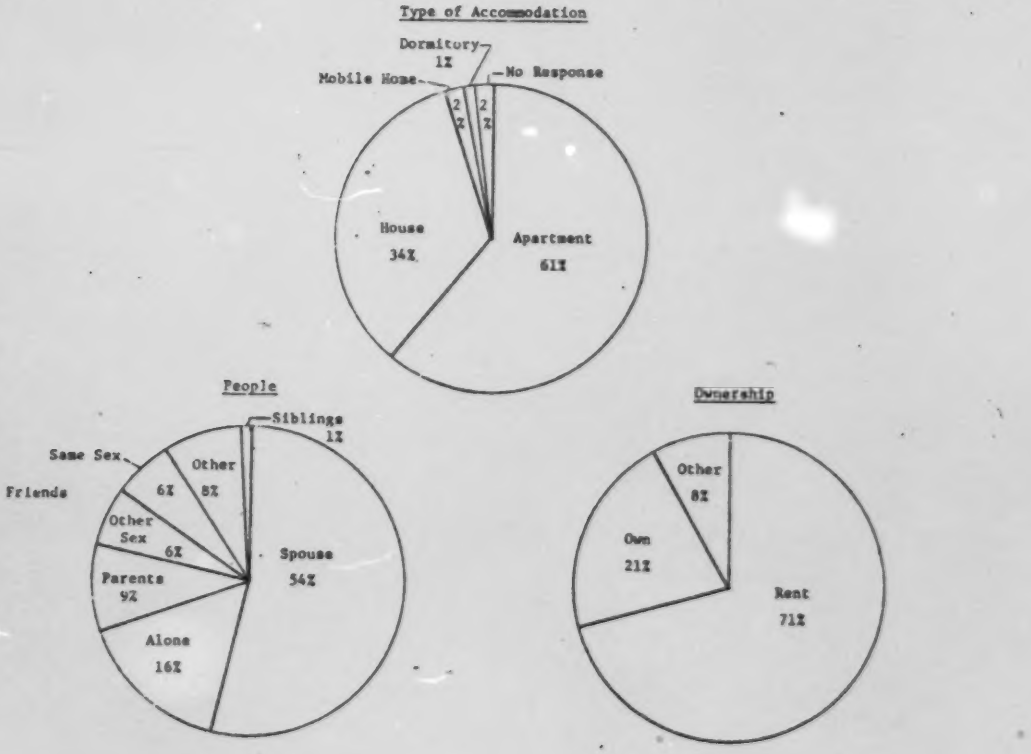
LIVING ARRANGEMENTS

Education, vocational and marital status changes contribute to decisions concerning where and with whom one lives. The sample reported a great variety of living arrangements, nearly all of which included some positive and negative aspects.

Type of Accommodations

Eight years after college entrance, a majority of the respondents, including eighty percent of the resident women, were living in apartments which they rented (Figure 2.9). A third, particularly the commuter women, lived in houses, some with their parents, but most with their spouses and children. About a fifth of the respondents reported owning their own homes.

Figure 2.9 LIVING ARRANGEMENTS N=114



People

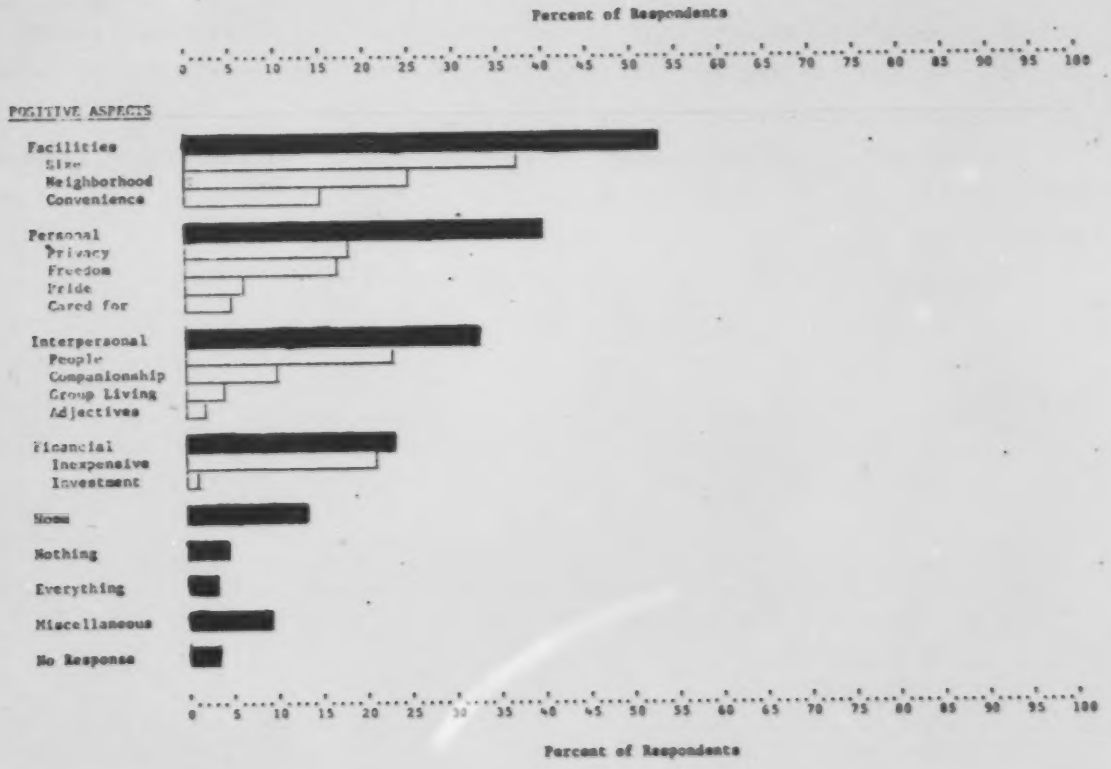
A majority of the respondents were living with their spouses eight years after entering college. Some lived alone, and others, particularly men, were living with their parents. A few of the former residents were living with friends of the same or the other sex, and others were living in group situations of various sizes.

Positive Aspects of Living Arrangements

There were differing responses to this question that seem related with differences in sex, residence, and type of accommodations.

A majority of the respondents reported liking the Physical facilities, that is, the Size of their apartments or houses, the Neighborhood in which they were located, and/or the Convenience of the location (Figure 2.10).

Figure 2.10 POSITIVE ASPECTS OF LIVING ARRANGEMENTS N=114



Physical facilities and surroundings were of particular concern to those who were renting housing. Resident women more frequently than others mentioned appreciating the Size of their apartments, while commuter women were more likely to mention enjoying the Neighborhood in which they lived and the Convenience of their location to work and school.

> *I like the apartment and the location. It's very convenient for both of us and the area around us is beautiful because it's almost like living in the country.*

> *It's a very nice apt. with new appliances; prompt maintenance, ideal location; many recreational activities; type of neighbors I have similar interests with.*

> *Solitude. Enough room to spread out and work. Fantastic house location. Isolated in the mountains with 200 acres to roam. No dislikes about living arrangements at present.*

Two-fifths of the respondents, especially the former commuters, reported liking certain Personal aspects of their living arrangements, particularly the Privacy they enjoyed and the Freedom of having their own apartments or houses. Others cited the Pride they felt in their own homes, or their appreciation of being cared for by others with whom they lived.

> *Private enough while still being mobile and free of maintenance.*

> *I love having my own home to do with as I please -- also the permanence is great -- I feel I belong somewhere.*

> *It's fantastic being on our own and owning our home. It beats renting any day. Now we have something we can call our own.*

> *Good cooking, clothes cleaned, little responsibility for me.*

A third, particularly the resident women, reported enjoyment of the Interpersonal aspects of their living arrangements. They reported liking the People with whom they lived or enjoying the Companionship of roommates or spouses, or the challenge of Group living.

> *I like living with one person who I feel close to -- sharing your life with someone.*

> *I don't think I would like to go through life alone. I need my own roots, something I can only get with a permanent commitment -- to my family and in a home.*

> *It is experimental, always a challenge, living "permanently" with non-relatives. It is rural -- we have freedom and comfort.*

A quarter of the group cited Financial reasons for liking their living arrangements. Many of these had found low rent apartments, roommates with whom to share expenses, or were living with parents while they completed their education.

> *Able to save money yet help my mother with expenses at the same time.*

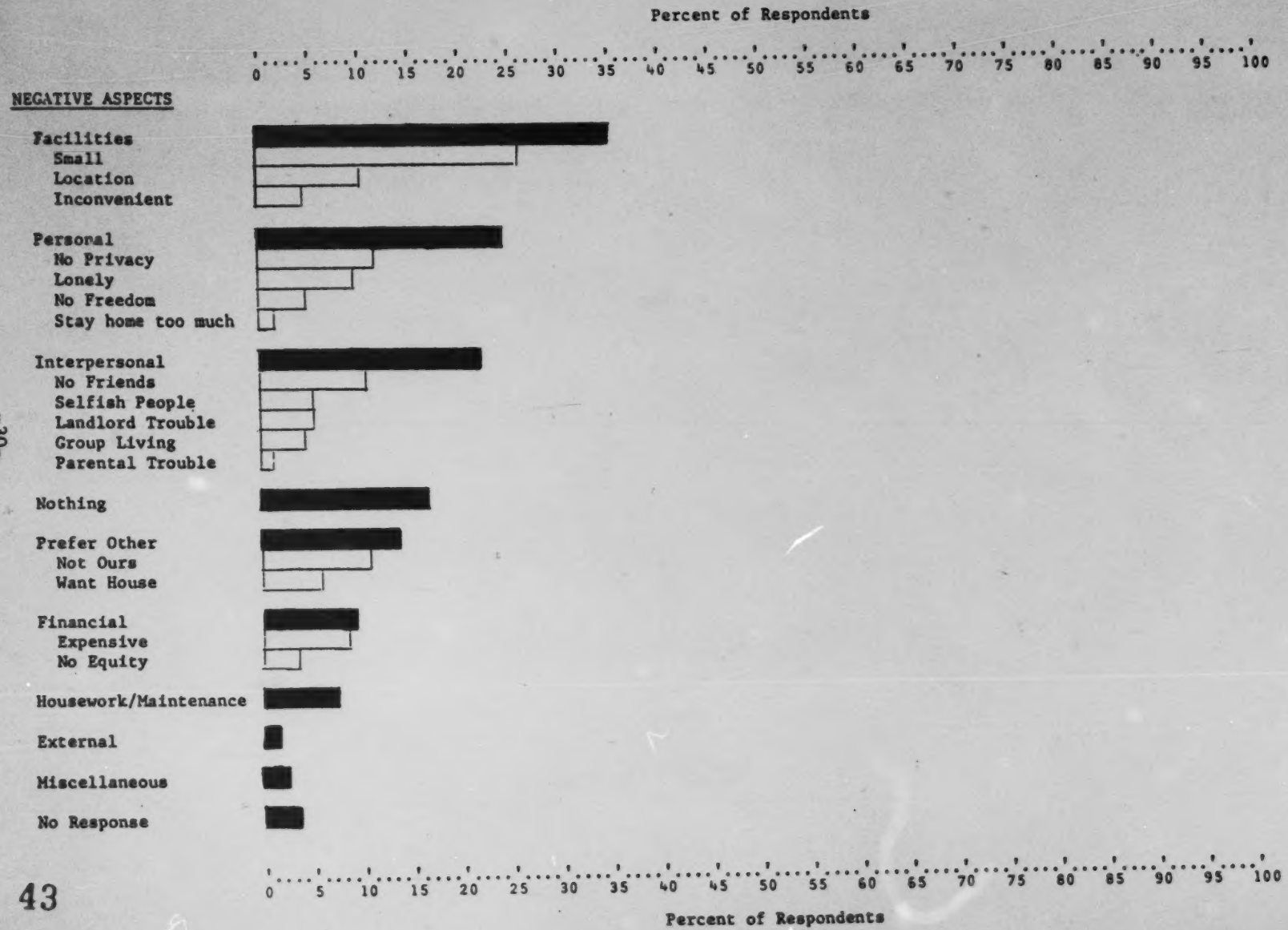
> *Being surrounded by trees and shrubbery, with wide open courts, off the street, for us to sit and the dog to run around in; i.e., living here meets the minimal requirements for sanity while, at the same time, the rent is low.*

Over half of the married respondents who owned homes indicated that they enjoyed them. Very few respondents reported that there was Nothing that they liked about their living arrangements.

Negative Aspects of Living Arrangements

Respondents generally reported fewer dislikes than likes about their living arrangement. Physical facilities were again most frequently mentioned, particularly among those who were living with spouses or friends and renting apartments (Figure 2.11).

Figure 2.11 NEGATIVE ASPECTS OF LIVING ARRANGEMENTS N=114



I would like to have more space and maybe live in the country.

Mildew, leaky roof, cabin is in poor condition -- might move in the winter.

Cold, sterile and unfriendly atmosphere of apartment building.

The city -- air, noise, pressures, and the location of my apartment (in Manhatten but way down town -- transportation is terrible!)

Problems of a Personal nature were reported by a quarter of the respondents. Half of those who were living alone reported feeling Lonely, and those living with their parents, friends of the same sex or groups of people reported a lack of Privacy.

It can be lonely at times in a new city.

Lonely. It's nice to have a husband and family to take care of.

At times when I want to be alone it's hard to do.

Problems of an Interpersonal nature were cited by a fifth of the respondents. All of these respondents were renting their apartments or houses. The most frequent reason for dissatisfaction was living a great distance from family and friends and not having made new Friends. But others had conflicts with Landlords or Parents, roommates, or neighbors.

Being 1800 miles away from our families, can be kind of lonesome at times. We would like to be closer and see them and our friends more often.

Sometimes it is difficult to compromise. My roommate and I are growing in different directions. There is a certain amount of residual tension present at all times which is not conducive to relaxation.

A few found Nothing at all wrong with their living arrangements. Those who most frequently reported no dislikes owned their own homes or lived in parental homes. Nearly thirty percent of those who lived alone or with friends of the other sex reported no dislikes.

A number reported a desire for some other type of living arrangement, particularly to own their own home.

> *1 bedroom apartment is too small. No lawn to mow -- not as much privacy as owning your own home. I wish I could afford my own home!*

> *Since I have many interests that require space, I would like to own a house, do some creative things to it -- we won't invest money in this apartment.*

A few reported that they were paying too much for housing while others, who were married and living in houses, reported a dislike of Housework or home maintenance.

> *Cramped quarters, expense; no equity while renting*

> *Housing in [city] is over priced. At times I think I'd like to live alone but I can't afford it, so discussing the matter is futile. I do look forward to finishing grad. school so I'll have the money to live where I want.*

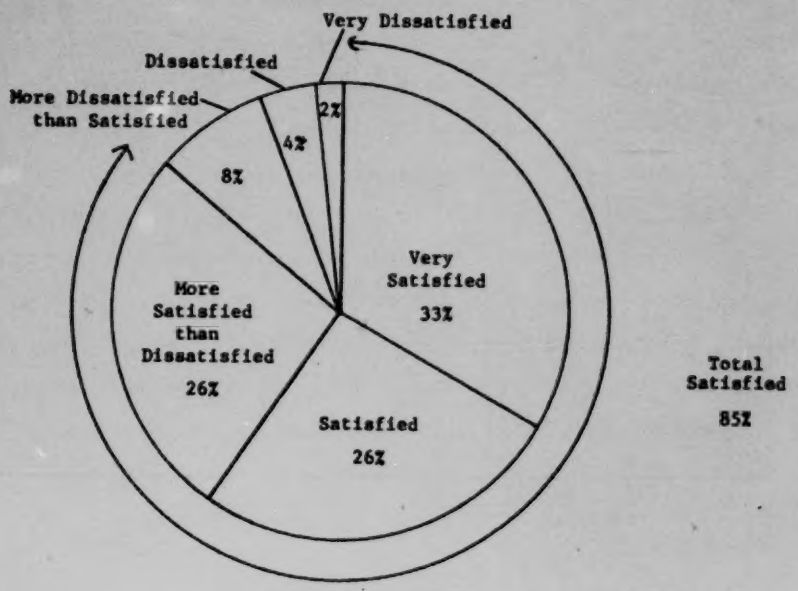
> *Sometimes the upkeep on the house is more responsibility than I like (lawn, gardening, painting, etc.)*

Satisfaction with Living Arrangements

Eighty-five percent of the respondents were satisfied to some degree with their living arrangements (Figure 2.12).

The degree of satisfaction varied by sex/residence group and living arrangement. Two-fifths of the residents, especially the single men and married women, reported that they were Very satisfied with their living arrangements, as did over two-fifths of all married women. From other perspectives, two-fifths of those who lived in houses and half of those who owned their own homes reported that they were Very satisfied with their living conditions.

Figure 2.12 SATISFACTION WITH LIVING ARRANGEMENTS N=114



Mean = 4.70

Fourteen percent of the respondents reported some degree of dissatisfaction with their living arrangements. None of them owned his or her own home.

Women reported greater satisfaction with their living arrangements than did men (M=4.9 and 4.5, respectively). Commuter men reported the least satisfaction (M=4.4).

SEX/RESIDENCE DIFFERENCES

Eight years after college entrance, the lifestyles pursued by many of the former residents and commuters varied. A number of those who "went away" to school were living less conventional lives than those who had remained at home

and commuted to school during their freshman year. For example, the former residents were somewhat less likely than the commuters to be married or to have children if they were married. Only residents reported living with friends of the same or the other sex, and most of those living in non-family group situations were residents. Nor surprisingly, it was the residents, particularly the women, who were most aware of and annoyed by social pressure to conform -- to marry and have children.

Non of the commuter respondents had particularly unconventional living arrangements when they responded to the eighth-year questionnaire. No matter what they were doing, in terms of marriage, parenthood, or living arrangements, the former commuters seemed more content than did the residents. They were, however, less apt to report that they were Very satisfied with things, but nontheless, reported fewer dislikes about their lifestyles than did the residents, often specifically reporting that they had no dislikes. They seemed to be more accepting and less critical of their home and family life, but they were also less enthusiastic about the positive aspects than were the residents.

CHAPTER 3

EDUCATION: BACKGROUND AND CURRENT INVOLVEMENTS

The educational development of young adults is a much broader concern than is implied by a listing of courses taken and degrees earned. Over the years the 1966 and 1967 sample members have reported numerous educational endeavors and achievements. Some respondents report greatly enjoying their studies; others study because they anticipate professional or vocational rewards for their efforts; some find in school a means of pursuing interests they have always had but never before had the time to develop. Educational endeavors have been reported each year of the longitudinal project in order to follow the progress of all the members of the sample including those who transferred or dropped out of the university, graduated from another school, continued in baccalaureate programs or in adult and vocational courses, and those who are working for advanced degrees. The same questions are asked every year so that as much information as possible will be available on those who drop in and out of the study as well as those respondents who answer the questionnaire every year but drop in and out of school as their needs, plans and circumstances change.

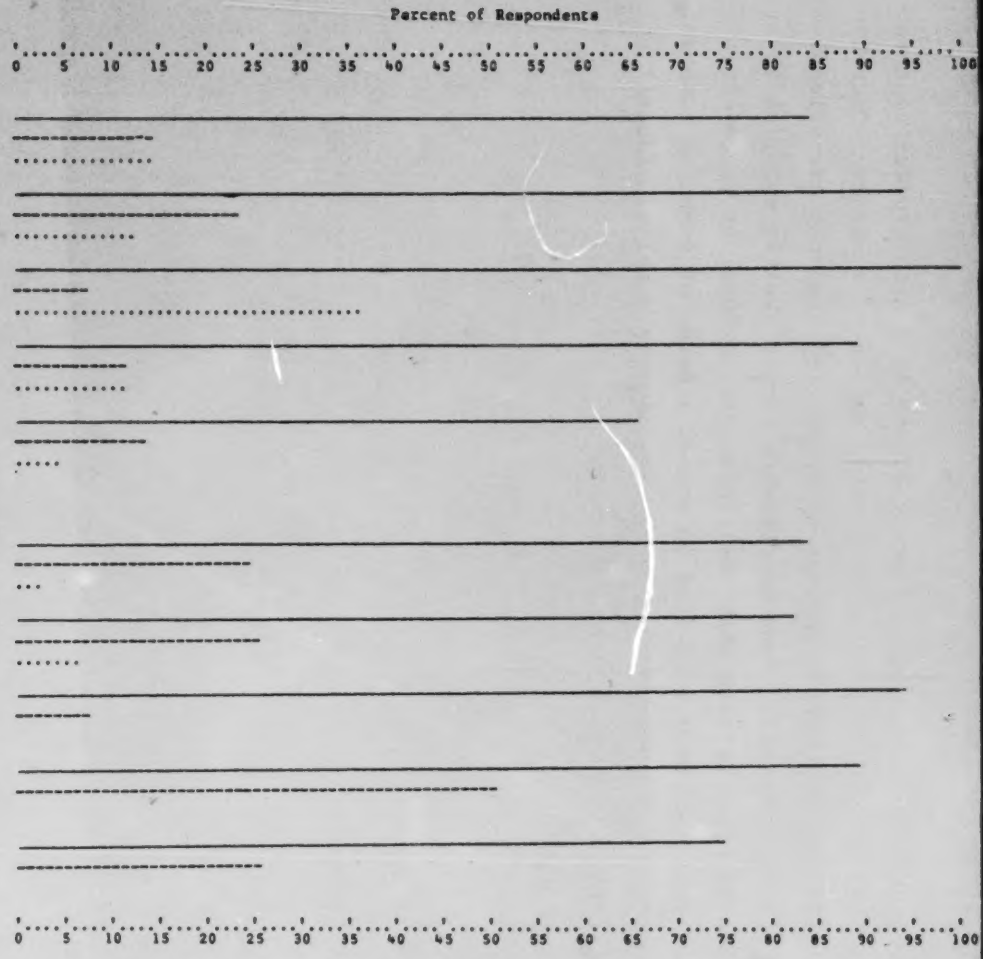
BACKGROUND

Academic Degree(s) Beyond High School Diploma

Eight years after college entrance, eighty-four percent of the respondents had completed at least one baccalaureate; completion of the degree is related to the original residence and marital status of the respondents (Figure 3.1). Four-fifths of each residence/marital status subgroup in the sample, except the married commuters, received a baccalaureate. Fewer than seventy percent of the latter had done so, with a third of the men in this group not having completed the degree.

Most of the graduates had received their degrees from SUNY/B in one of

Figure 3.1 DEGREES EARNED, By Sex/Residence/Marital Status


Percent of Respondents
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
MEN (N=63)
Single Residents (N=17)
Married Residents (N=14)
Single Commuters (N=9)
Married Commuters (N=23)[1]
WOMEN (N=51)
Single Residents (N=16)[2]
Married Residents (N=15)
Single Commuters (N=8)
Married Commuters (N=12)
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Percent of Respondents

[1]One respondent holds two bachelor's degrees and a master's degree.

[2]One respondent holds two masters' degrees.

Bachelor's Degree ——
Master's Degree – – –
J.D., D.D.S., or M.D. Degree .....

twenty-eight majors. A tenth of the former residents majored in each of two fields, history and psychology, and nearly as many majored in sociology. About a tenth of the commuters majored in sociology. Nearly everyone who graduated had completed his or her work within five years of college entrance. Women were slightly more likely than men to have completed their work in the traditional four years.

Eight years after entering college, many of the respondents had completed an advanced degree, and a few had completed more than one. Nearly twenty percent of the sample had completed masters' degrees, including thirty-five percent of the single and married commuter women, and a quarter of the single resident men and women.

A few had completed professional degrees, usually in institutions other than SUNY/B. Several of the commuter men remained in Buffalo to earn masters' degrees or to go to dental school. The respondents completing law degrees by the eighth year were former residents, and only men had completed training to be dentists and doctors.

CURRENT EDUCATIONAL INVOLVEMENTS

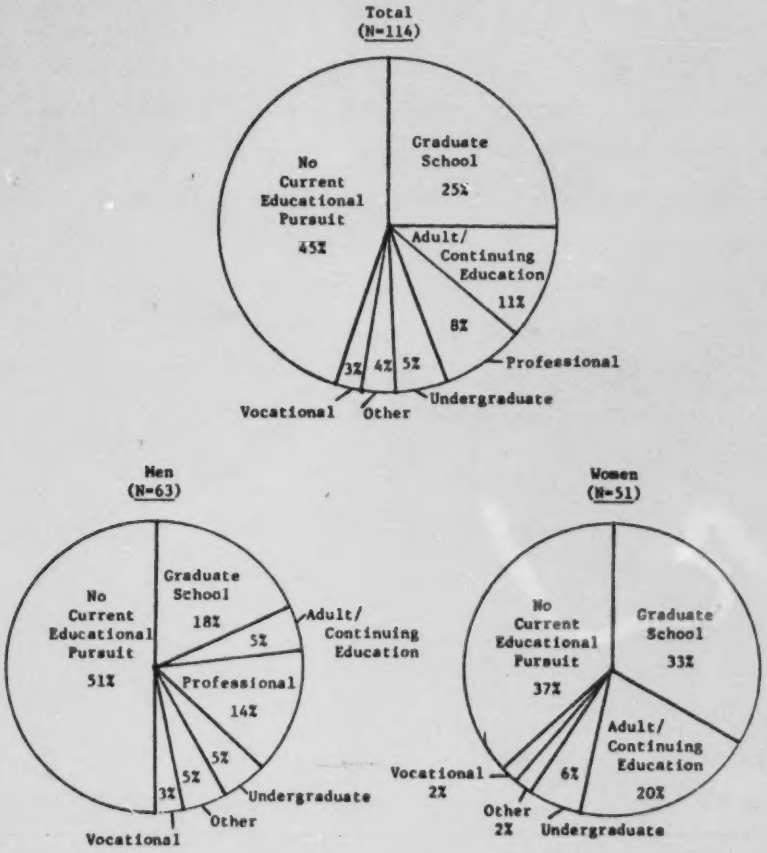
Current Classes or Programs

For a majority of the sample, formal study did not end with the completion of a baccalaureate, nor did it end for many of those who left SUNY/B without completing a bachelor's degree. Eight years after their freshman year, fifty-five percent of the respondents were involved in some educational pursuit (Figure 3.2). This included a majority of every sex/residence subgroup in the sample with the exception of the commuter men. The subgroups most actively engaged in current educational endeavors were the single women and the married men. Three-quarters of the former and two-thirds of the latter were still in school.

Thirty-five percent of the students reported being educationally involved on a part-time basis, and twenty percent were full-time students. Men were about equally likely to be in school on a part or full-time basis; women more frequently pursued their education part time.

One quarter of the respondents were graduate students; this included

Figure 3.2 CURRENT EDUCATIONAL PURSUITS, by Sex



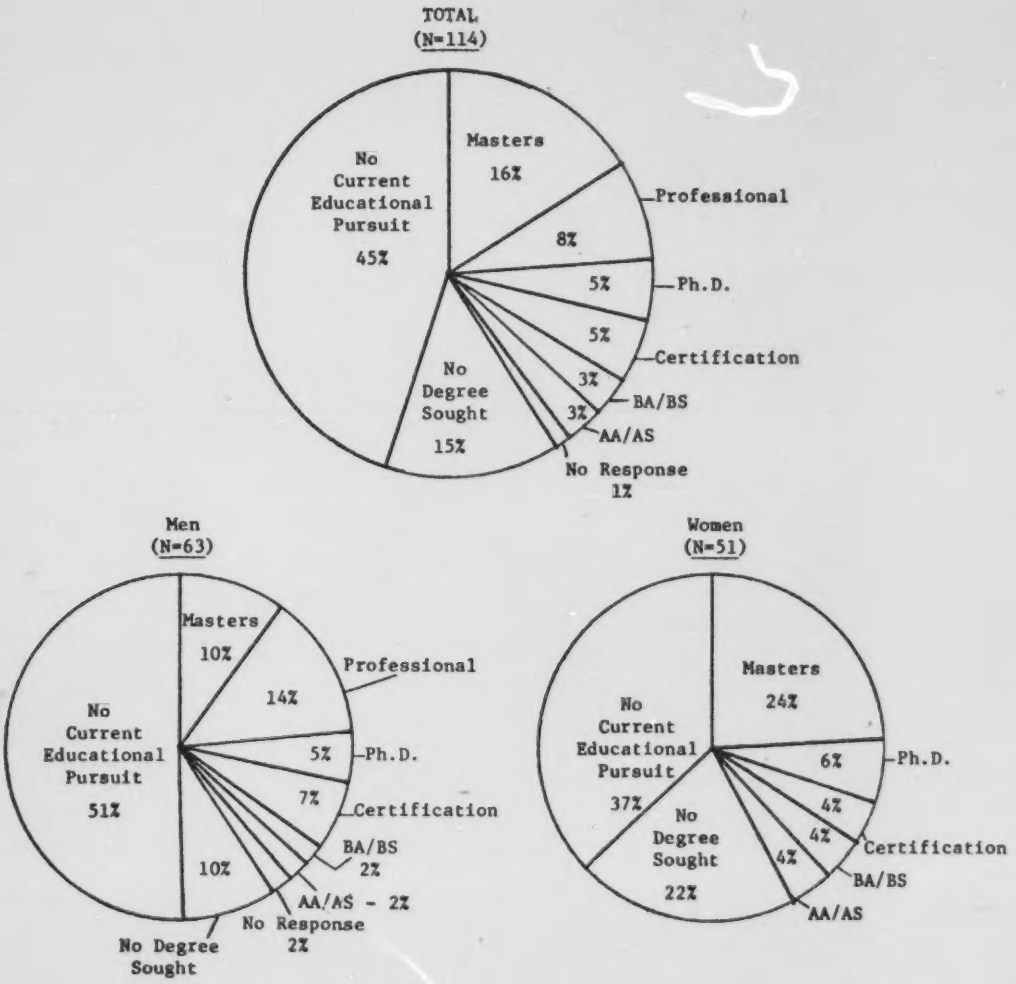
one-third of the women, a quarter of the married people, but only one of the single men. Eleven percent of the single respondents, more women than men, were involved in adult or continuing education programs.

Fourteen percent of the men but none of the women were enrolled in professional programs, including law, dentistry and medicine. Five percent of the group reported that they were taking undergraduate courses and a few were engaged in self-study or were completing vocational programs.

Degrees Sought

Many of the students were seeking degrees or certification (Figure 3.3). Sixteen percent, twice as many women as men, were pursuing masters' degrees. Professional degrees were being sought by fourteen percent of the men but no women. Five percent sought a Ph.D., while fewer than that were working toward certification or were taking undergraduate courses that would lead to a baccalaureate or an associate's degree. Fifteen percent were taking courses that were not intended to lead to any degree. Twice as many women as men were engaged in some academic enterprise not leading to a degree.

Figure 3.3 DEGREES SOUGHT, by Sex



Positive Aspects of Educational Involvement

It was intended that all the respondents would answer this question whether or not they were involved in formal learning situations. However, eighty-four percent of those who reported no current educational pursuits did not respond to the question; this included over a third of the total respondents and half of the commuter men (Figure 3.4).

Those who responded most frequently cited Academic/Intellectual aspects of the school experience. They reported liking the interesting and stimulating subjects studied, the broadening and synthesizing of knowledge, satisfaction with a degree earned, and delight that the work was over and the reward received. Half of those involved in undergraduate courses or programs cited enjoyment of the Intellectual aspects of their work, while more than half of those who were engaged in professional school, all of them men, reported delight that they had nearly completed their programs.

> *The courses keep you thinking and some are interesting (keeps you growing).*

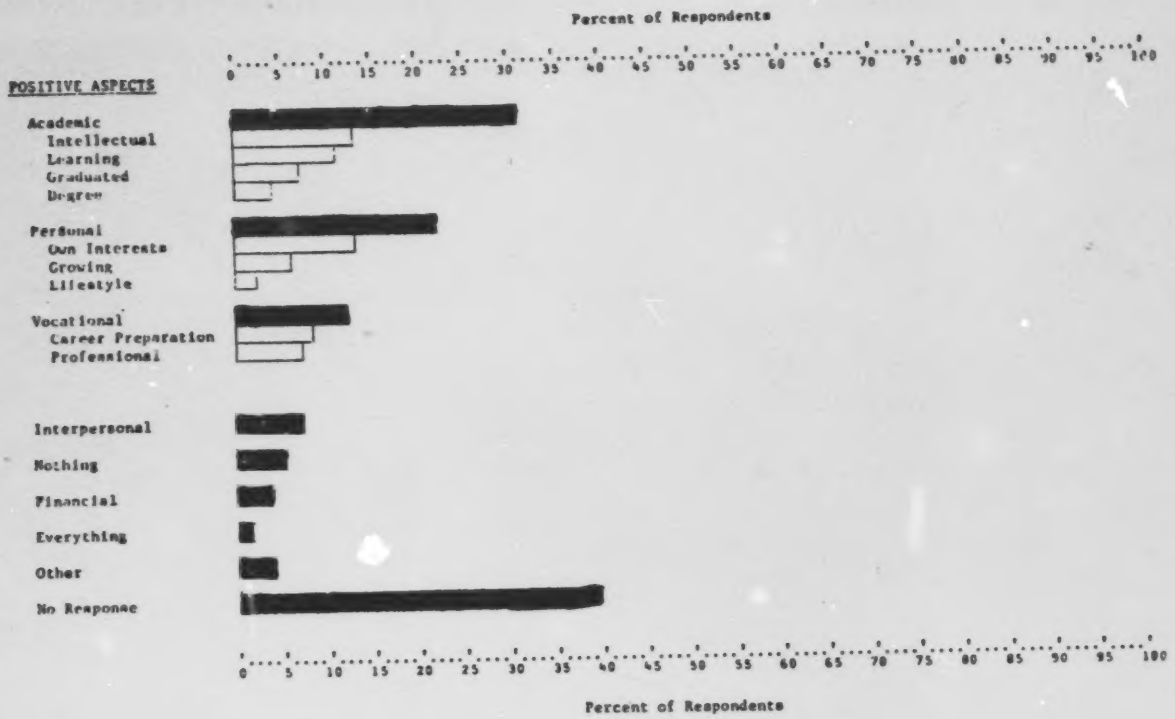
> *I'm involved in many things in research; things I've learned over the years are tying together.*

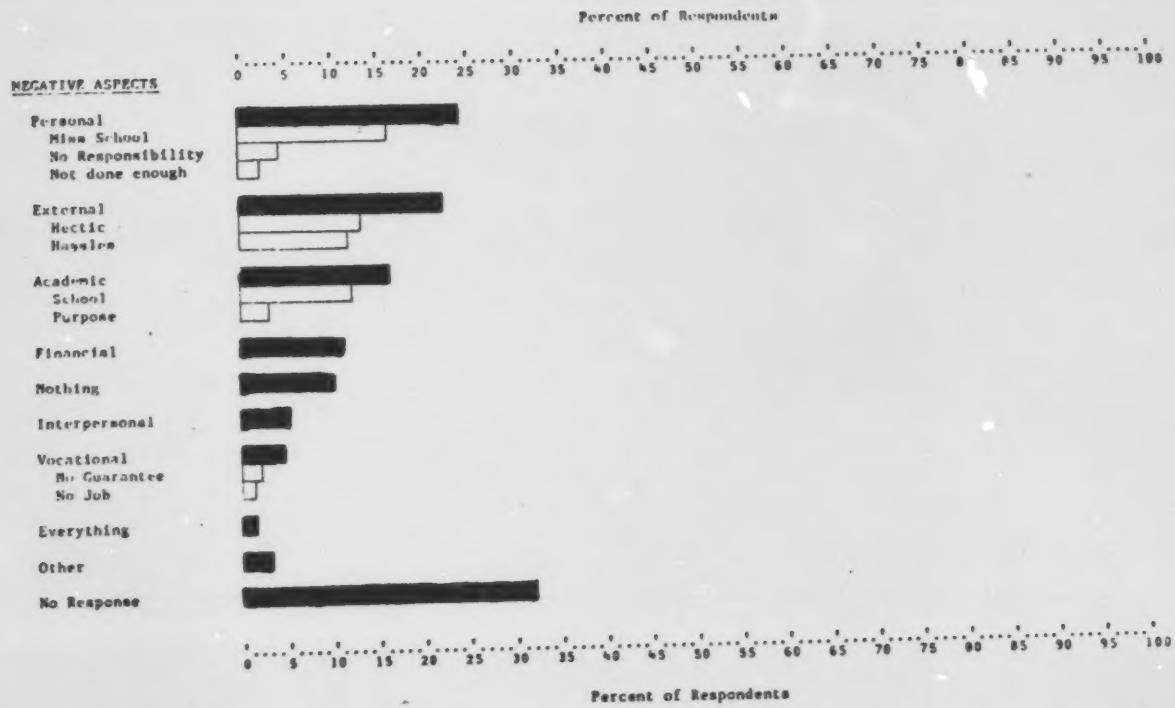
> *Very open: good variety of experiences each teaching something new.*

> *I will finally be graduating this May.*

Personal satisfaction with their educational involvement was reported by a fifth of the respondents, particularly the women. Several cited the opportunity to be involved in their Own interests, pursuing their own goals at their own pace. Others enjoyed the feeling of continual learning and Growing that studying gave them, while a few cited the advantages of the student Lifestyle. Personal responses were given by two-fifths of those who were in graduate school, including forty-five percent of the commuter women. Two-fifths of those engaged in adult education activities reported enjoying the opportunity to pursue their Own interests.

Figure 3.4 POSITIVE AND NEGATIVE ASPECTS OF EDUCATIONAL INVOLVEMENT N=114





I have discovered a talent for writing which in high school I was told I didn't have. If I do say myself, I'm getting damned good at it. I'm discovering myself and my true feelings about all sorts of matters!

...It has all been my own pathways through written knowledge -- my own direction, pace, involvement or lack of it.

It is purely voluntary -- I study karate, aikido, violin, botany because I want to; karate and aikido with a master, violin and botany on my own. No degree or certification expected. Just knowledge and ability.

School is always mentally stimulating: the people are great and the lifestyle is appealing. Too bad it's not permanent.

Twelve percent of the group, more often women than men, reported such Vocational advantages as Career preparation or Professional development. One quarter of the graduate students indicated that they liked Vocational aspects of their studies.

I've finally trained myself to be a scholar -- and about time. You can't get by on being clever forever.

It's challenging -- and will prepare me for a career which I expect to get some satisfaction from.

Chance to review and also to learn new material in my profession.

Smaller numbers mentioned Interpersonal of Financial likes, while a few could think of Nothing they liked about their current educational involvement.

Negative Aspects of Educational Involvement

Again those who were not currently involved in any educational pursuit tended not to answer this question. The non-response rate was lower for this question than for the previous one. Commuter men again had the highest non-response rate. The forty-five percent of the respondents not currently involved

in any educational pursuit were more likely to report dislikes about this condition than to report its positive aspects, many saying that they Missed school and would like to return to studying or were sorry that they could not presently afford to return to school.

> *I really miss "booking it." I never thought I'd miss college, but I do.*

> *Would like to take more courses in my specialty but they are not offered around here. Also, I think that I may be allowing my intellect to stagnate by not taxing myself.*

Some dislikes having to do with one's Personal development were cited by those who were in school as well. Most frequently cited was the dissatisfaction with the irresponsible, adolescent status of being a student.

> *The lack of money; the perpetual childhood, lack of responsibility.*

> *No job, no pay, still feel like I'm in high school.*

Among those who were involved in some educational endeavor, the most frequently mentioned dislikes had to do with such External conditions as bureaucratic Hassles with schools or departments or Hectic lifestyles characterized by demands from family, job and educational interests. Half of the undergraduates and two-fifths of the graduate and adult education students mentioned these problems.

> *The red tape and hassles involved with dealing with the department to be accepted as a student.*

> *Bureaucracy. Fallacy that one can learn more in class than by reading the book at home. I am also going to too many schools and getting dizzy.*

> *Maybe I got too involved with classes, studying, working, applying to grad schools, taking GRE & MAT's and also preparing with my wife to have a baby.*

Fifteen percent, two-thirds of them women, cited Academic dislikes such as poor teaching, uninteresting or irrelevant classes, or the meaningless academic "games" they felt they had to play to get the degree they sought.

The course work is not stimulating.

I didn't learn many new things this year. I just "put in my time." [School] is twenty miles away -- I hate the drive. Also, the courses are redundant and contain small amounts of subject content. I am enrolled only to show the State Education Department that I have completed the requirements for teaching credentials.

Ten percent reported Financial stress involved in school attendance, and wondered whether the program they were pursuing was worth it.

Financial insecurity -- because I was out of state I had to pay high tuition this year.

I'm unsure of my direction in education right now. I sometimes feel as if I'd rather be doing something practical with monetary returns involved than paying so much money for another degree.

A few cited Interpersonal conflicts with teachers or fellow students, or concerns about the Vocational implications of what they were doing. A tenth reported that they disliked Nothing about their educational experiences.

Satisfaction with Current Educational Pursuits

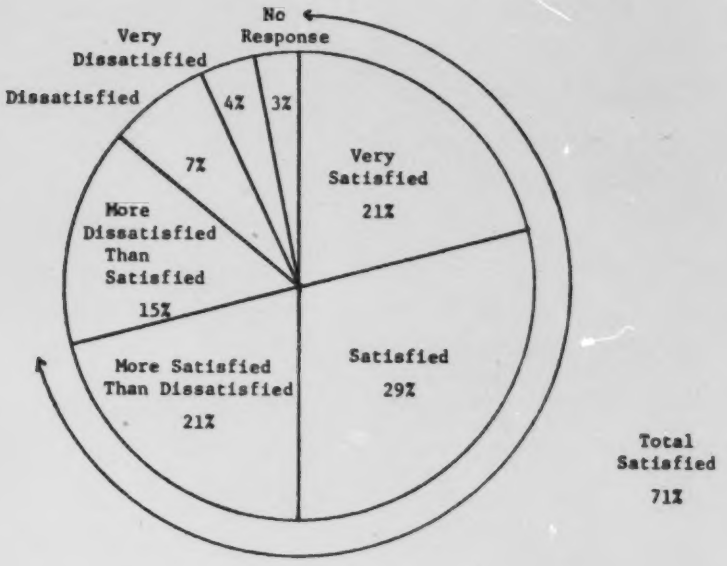
It is interesting that even most of those who did not respond to questions concerning their likes and dislikes about their current educational pursuits did report their overall degree of satisfaction with their present educational pursuits. Seventy percent of the respondents reported some degree of satisfaction; a fifth said that they were Very satisfied (Figure 3.5). Those expressing satisfaction to some degree included all the undergraduates, ninety percent of the graduate students, and the majority of all others, including those who were not presently attending school.

A quarter of the respondents expressed a degree of dissatisfaction with their current educational pursuits. Two-thirds of these respondents were not

engaged in educational pursuits.

Sex/residence/marital status differences in response were minimal with one exception: the single commuter women expressed the greatest satisfaction with their current educational pursuits (M=5.0). The married commuter women expressed the least satisfaction (M=3.5). Other means ranged from 4.1 to 4.4.

Figure 3.5 SATISFACTION WITH CURRENT EDUCATIONAL PURSUIT N=114



Mean = 4.30

SEX/RESIDENCE DIFFERENCES

The sex/residence subgroups responded differently with respect to their likes, dislikes and satisfactions with their educational undertakings.

Residents

Residents more often than commuters reported enjoying the Learning aspects of their academic careers. The resident women, in particular, reported enjoying their Intellectual experiences, but more frequently than others, reported Academic dislikes as well as Personal dissatisfactions with their school experience. Among the residents, more men than women cited no dislikes concerning their educational experiences.

Commuters

Commuter women, especially those in graduate school and adult education, expressed delight in the pursuit of their personal interest, and more frequently than others reported happiness with the vocational aspects of their current educational pursuits. Commuter men were more likely than others not to report their likes and dislikes about their current educational pursuits, although more of them reported dislikes than likes, particularly about not being in school.

Sixty-three percent of the single commuter women reported themselves to be Very satisfied with their current educational pursuits, while a quarter or fewer of the other sex/residence/marital status groups so responded. Those who reported that they were Very dissatisfied were all commuters, two of whom were pursuing advanced degrees.

CHAPTER 4

VOCATION

The influence of the college experience on vocational goals and on career development in early adult life has been an important focus of the project. In previous years of the longitudinal study, questions have been asked concerning the respondents' present employment and their vocational or professional plans and goals. The eighth-year questionnaire focused on respondents' current jobs: what they were doing, how they have gotten their jobs, what they liked and disliked about them, and their general degree of satisfaction with what they were doing.

VOCATIONAL ROLE

Many members of the 1966 and 1967 samples had cited vocational reasons for attending college, such as getting a good job or pursuing a particular career. Eight years after they entered SUNY/B, eighty-three percent of the respondents from the two freshman classes were working, most of them full time (Figure 4.1). Single residents and married commuters were the groups most likely to be working full time.

Two-thirds of those who were working were holding professional jobs (Figure 4.2). These men and women had completed at least the baccalaureate, and many had earned advanced degrees or special certification. About seven percent were practicing law, medicine or dentistry and reporting incomes over sixteen thousand dollars a year.

Among those who were employed, three-fifths, more women than men, held professional positions not requiring extensive education beyond the bachelor's degree. Most frequently cited were administrative positions in business or education. A quarter of the single men held these positions. Seventeen percent of the employed respondents, most of them women, were teachers. Thirteen percent were nurses, occupational therapists or physical therapists. A few

respondents were scientists, engineers, social workers, or pharmacists. Most reported salaries in the ten to thirteen thousand dollar range.

Fifteen percent were employed in trades requiring skills and training, but not requiring college education. Most of these earned less than ten thousand dollars a year.

Nine percent had unskilled jobs, including many who were working part time while they completed their education. A few respondents reported earning their living as artists, or holding training positions which would lead to professional or managerial positions. Their salaries were generally below ten thousand dollars a year.

EMPLOYMENT SETTING

Over a quarter of the employed respondents, more women than men, were working in Educational settings ranging from pre-school to university; most were in professional positions (Figure 4.3).

A fifth were working in Medical settings such as military or civilian hospitals or private practice. Ninety percent of these were professional; the remainder were technicians. A comparable proportion were employed in Business settings, but most were not in professional positions.

Fourteen percent of the group, most of them men, worked for some Government agency in health, law enforcement, parks, transportation, welfare, or some other field. Fewer than two-thirds worked in professional capacities and about a quarter were Technicians.

A tenth of the sample were employed in Industry, a third in Technical and two thirds in Professional roles. The Military, Legal practice, the Arts and Agriculture employed smaller numbers of men and no women.

Figure 4.1 EMPLOYMENT, by Residence and Marital Status

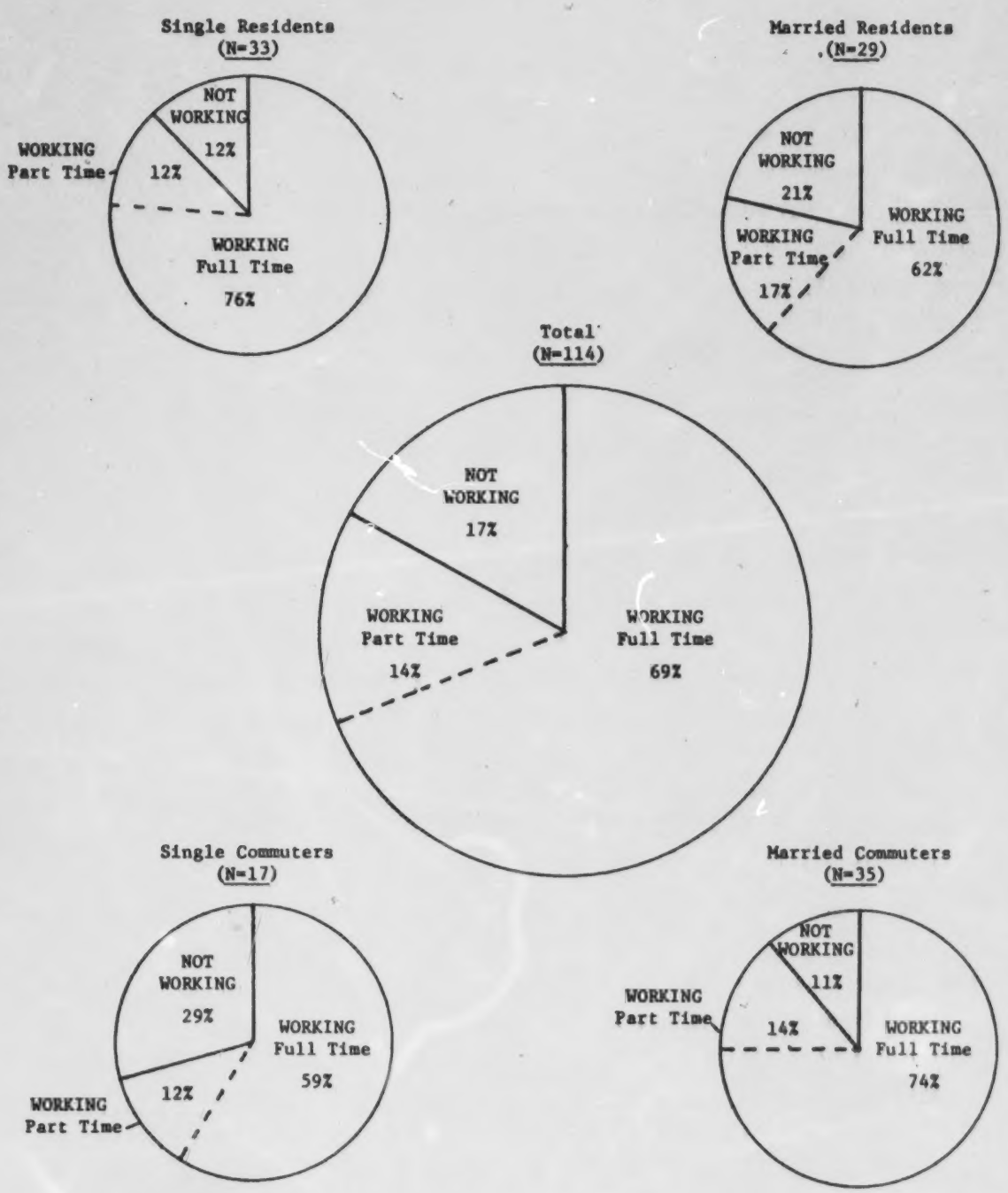
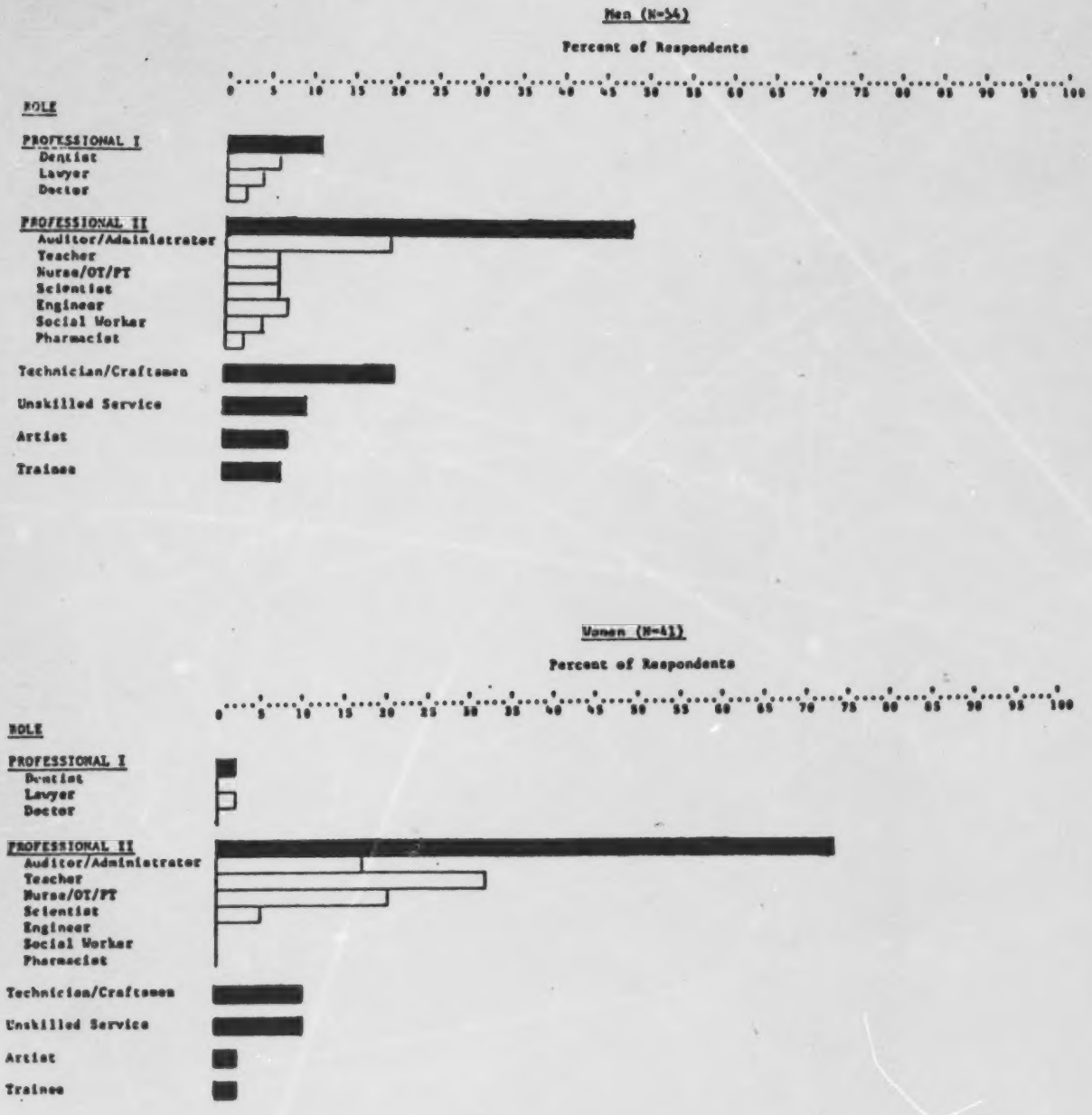
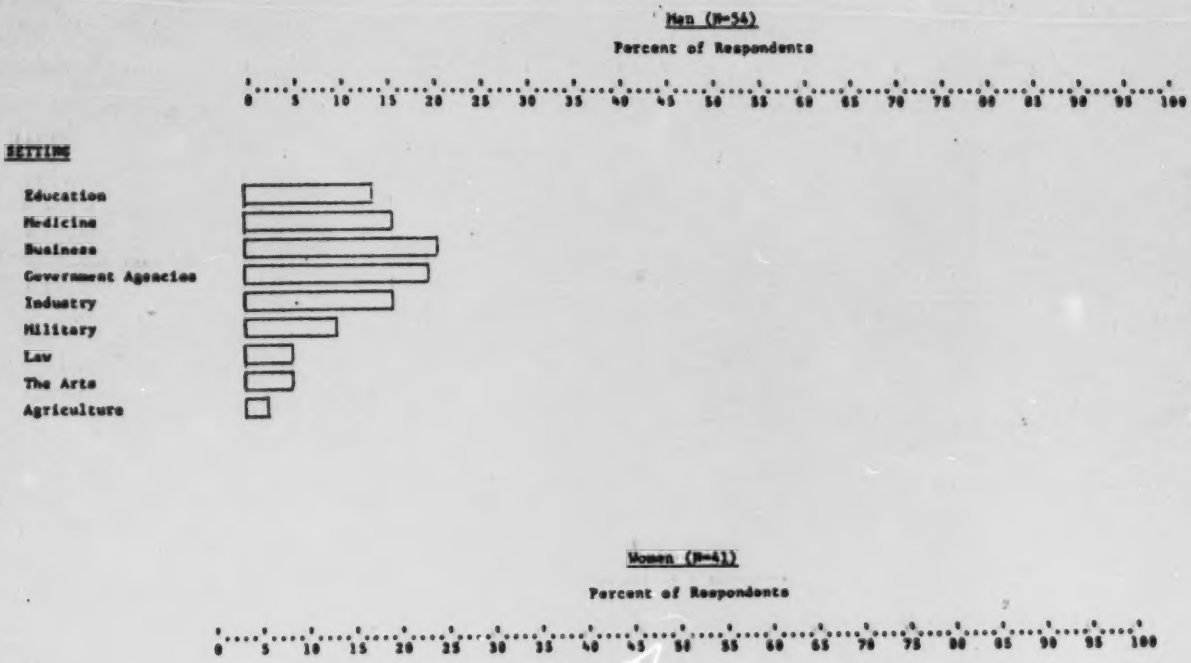


Figure 4.2 VOCATIONAL ROLE, By Sex N=95*



*N=the number of respondents who were employed.

Figure 4.3 EMPLOYMENT SETTING, BY SEX N=95*



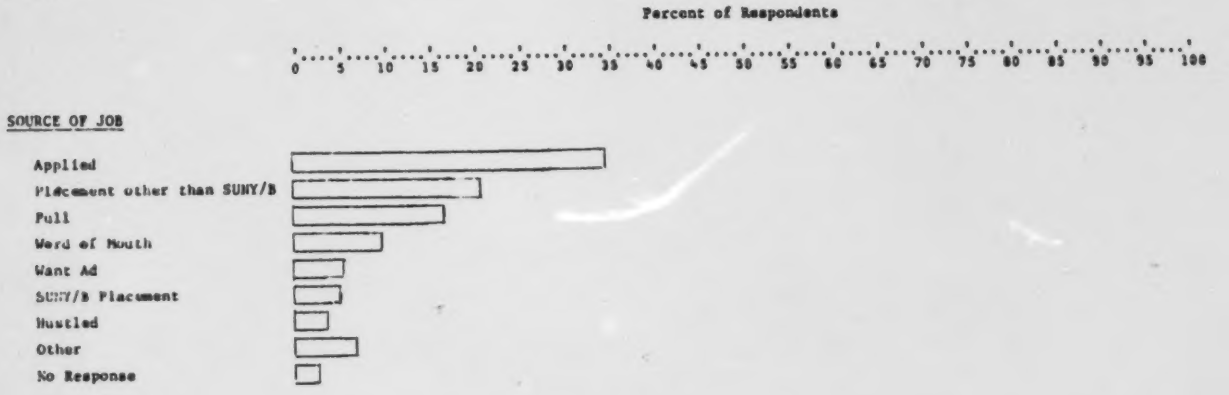
*N=Number of respondents who were employed

PREREQUISITES AND CONDITIONS OF EMPLOYMENT

Source of Present Job

Although many people had simply applied for the jobs they held, others reported that they had sought assistance in finding the proper openings for which to apply (Figure 4.4). A fifth registered with placement offices in agencies or at SUNY/B. Some relied on want ads or reported that they had had to "hustle," applying for every job in sight. Others heard about openings from friends or acquaintances. A number reported that the influence of friends or family had been instrumental in their being hired.

Figure 4.4 SOURCE OF PRESENT JOB N=95*

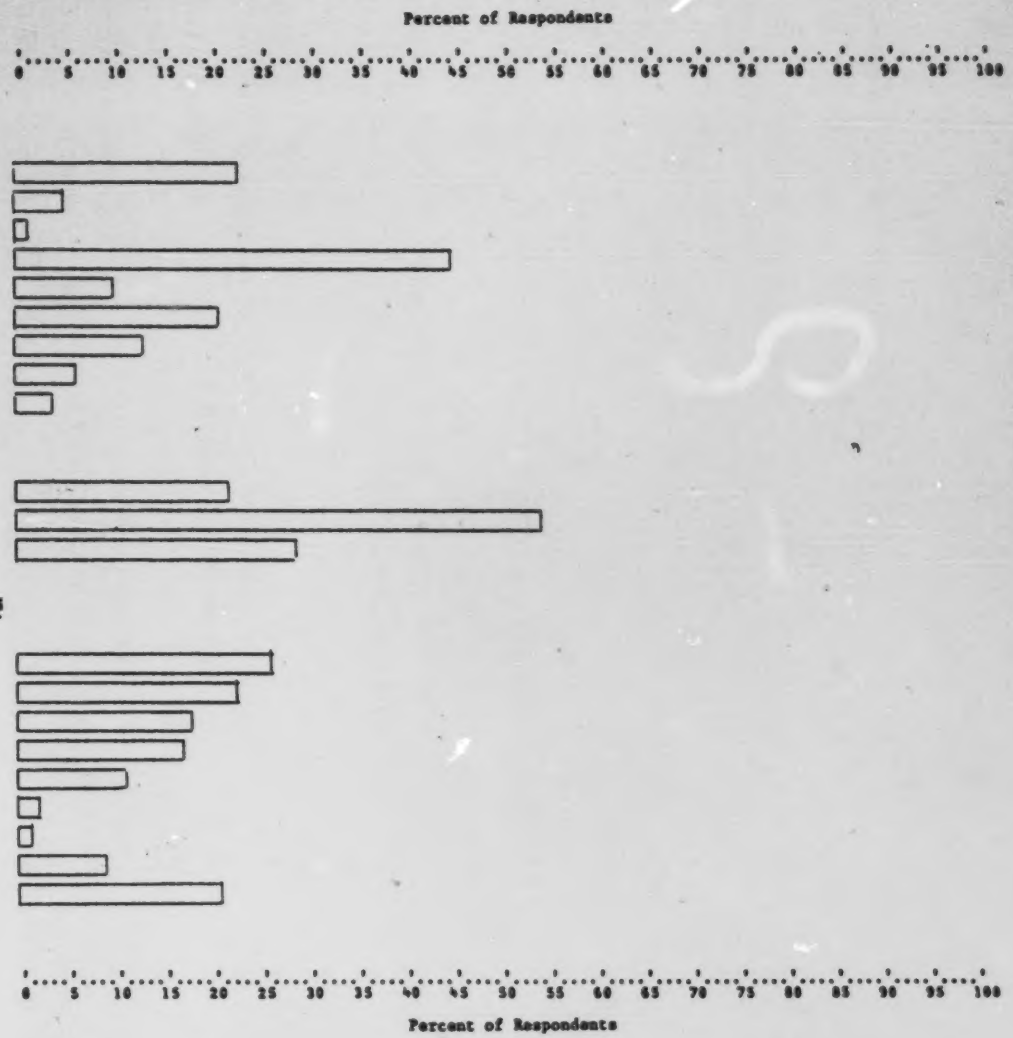


*N=Number of respondents who were employed.

Requirements for Present Job

A bachelor's degree was the education requirement most frequently mentioned by respondents for employment in their present jobs (Figure 4.5). This was the base line for nearly three-quarters of the jobs, many of which required additional degrees, licenses or certification. Teachers and nurses in particular cited the necessity of licenses and certification in addition to their degrees. A fifth of the respondents, however, held jobs for which no degree had been required.

Figure 4.5 REQUIREMENTS FOR PRESENT JOB N=95[a]



[a]N=Number of respondents who were employed.

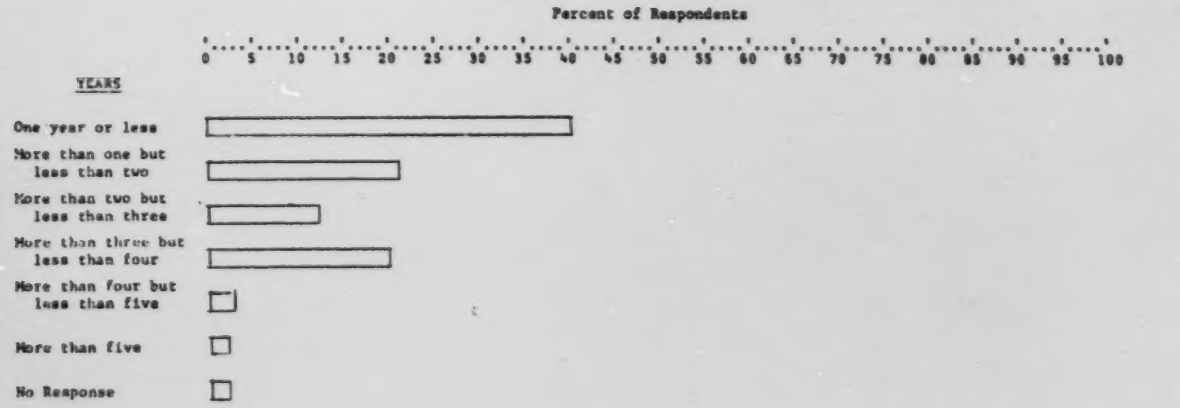
Where college work was required, sixty-three percent of the women and forty-six percent of the men reported that their work had to be in a particular field, such as education or pharmacy.

Some employers had non-educational requirements. A quarter of the respondents reported that prior experience had been necessary, and a fifth cited personal characteristics such as honesty or intelligence. Others had to present a portfolio as evidence of their abilities or had to pass a test such as a Civil Service examination. Sixteen percent said that there were no specific requirements besides the educational ones, and a fifth did not respond to the question.

Duration of Present Job

Two-fifths of the employed respondents had held their present jobs for one year or less (Figure 4.6). Others had held the same job for longer periods of time, including about a fifth who had found jobs immediately after college attendance and were still employed in those positions. A very few had held the same job for longer than four years at the time of the ninth contact.

Figure 4.6 DURATION OF PRESENT JOB N=95*


Percent of Respondents
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
YEARS
One year or less
More than one but less than two
More than two but less than three
More than three but less than four
More than four but less than five
More than five
No Response

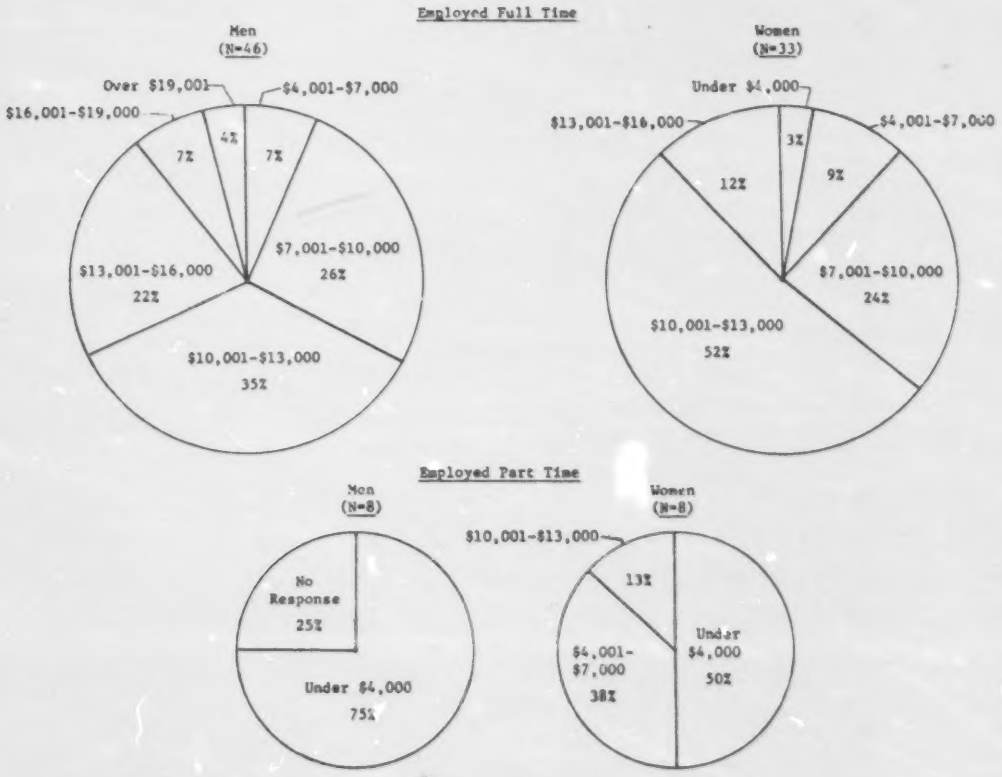
*N=Number of respondents who were employed

Salaries

Among those respondents who were working full time, salaries ranged from under $4,000.00 per year to more than $19,000.00 (Figure 4.7). For both men and women the median salary was $10,000.00 to $13,000.00, but the mean salary was higher for men than for women. One woman reported working full time for less than $4,000.00 per year. About equal proportions of men and women earned from $4,000.00 to $10,000.00. Half the women and a third of the men reported salaries of $10,000.00 to $13,000.00 per year. Twelve percent of the women but twenty-two percent of the men who worked full time reported $13,000.00 to $16,000.00 salaries. A tenth of the men but no women earned more than $16,000.00 per year. Overall, twelve percent of the women and a third of the men who were working full time were earning $13,000.00 or more eight years after college entrance.

Among those who were employed on a part-time basis, sixty-three percent reported incomes below $4,000.00. A few women reported salaries between $4,000.00 and $7,000.00 and one nurse reported earning over $10,000.00 for her part-time employment.

Figure 4.7 SALARY, by Sex and Part/Full-Time Employment



ASSESSMENT OF PRESENT EMPLOYMENT

Sample members were asked to indicate what they liked and disliked about their present jobs. It was assumed that, whatever the respondent's overall feelings about his or her job might be, the job would have some positive and some negative aspects. Nearly everyone responded to these questions (Figure 4.8).

Positive Aspects of Present Job

Fifty-five percent of the employed respondents indicated that they liked specific Vocational or professional aspects of their work. Good working conditions and the fringe benefits that went along with their jobs were cited by over half the engineers and nurses and by two-thirds of those holding unskilled jobs. Three-quarters of the engineers, among others, liked holding responsible jobs in which they could act on their own judgement. Others, including half of the trainees, cited the opportunity for advancement.

> *Money, fringe benefits, mix between outside and office work, lack of competitive pressures, broad variety of different types of knowledge we must have.*

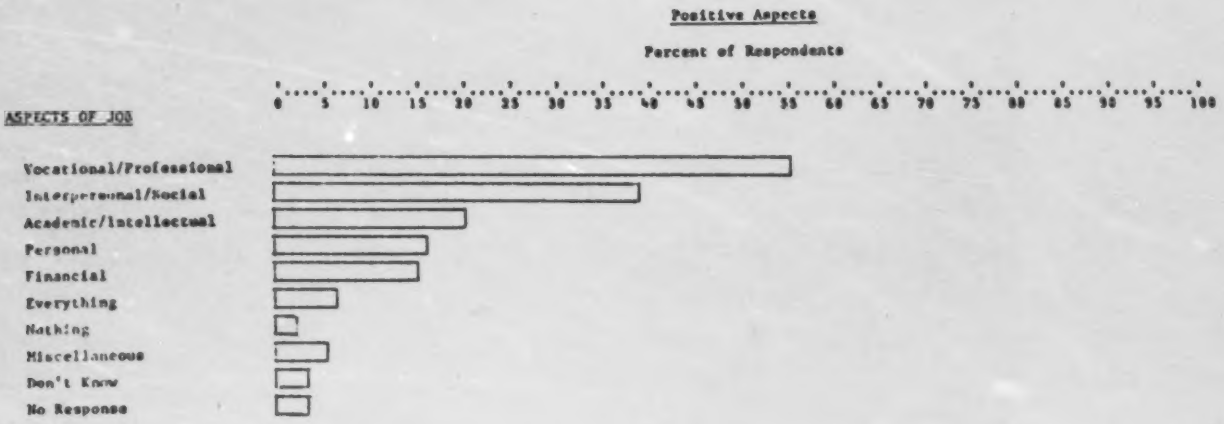
> *The hours are regular, 8 - 4:30, Mon.-Fri., and 4 weeks vacation a year.*

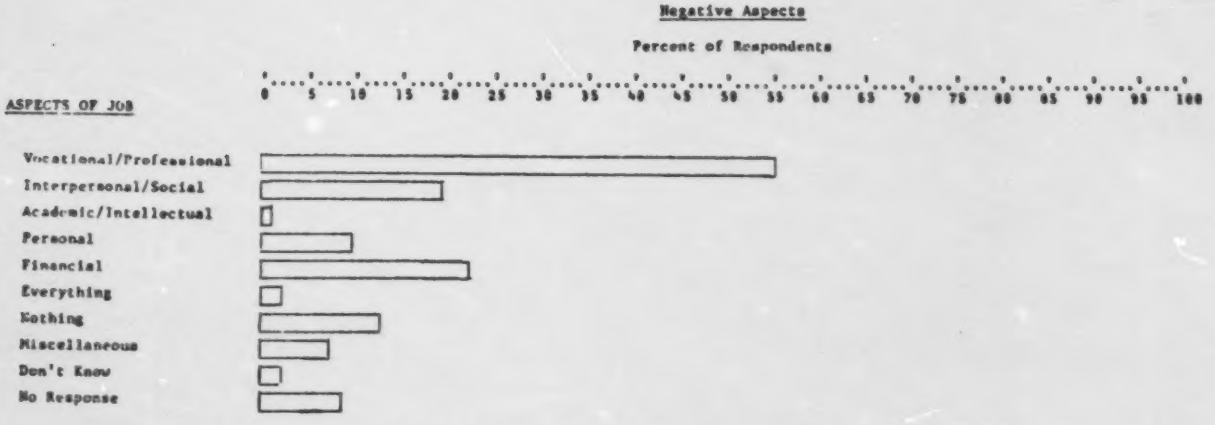
> *Individual responsibility. Basically my own boss. Responsibility for certain projects. Work on what I want when I want. Etc. (Good people) If it were in western N.Y. or southern California it would be almost perfect.*

> *Room for some advancement, little supervision, pleasant co-workers, my opinion carries weight, good fringe benefits.*

Enjoyment of Interpersonal and social aspects of work was reported by two-fifths of the group including nearly half of the married women. All the lawyers and large majorities of the teachers, engineers, and nurses reported some Interpersonal likes. Respondents reported liking the people for whom they worked, the opportunity to help others, or the prestige their positions offered.

Figure 4.8 POSITIVE AND NEGATIVE ASPECTS OF JOB N=95*





*N=Number of respondents who were employed.

My principal and staff but mainly the kids.

I feel I'm contributing to society.

It's all I know how to do and it makes me and other people happy.

The stature I've been able to achieve so quickly.

The Academic/Intellectual aspects of their jobs pleased twenty percent of the group. Some said that their jobs were interesting or challenging; others reported that the job was educational, and one reported using his job to collect thesis data. Overall, two-thirds of the lawyers, sixty percent of the scientists, and half of the social workers reported liking some academic aspect of their work.

It is intriguing, exciting, challenging and has good potential.

Constant intellectual and professional stimulation.

Am usually in a stimulating atmosphere taking in new knowledge and wisdom and it's exciting.

Personal rewards were cited by sixteen percent of the group, including half of the teachers. Some reported Personal satisfaction with their own accomplishments, seeing the results of their efforts and feeling important, while others reported really enjoying their particular field. A few, including over two-fifths of those in unskilled positions and nearly thirty percent of those in technical positions or in jobs requiring no degree, mentioned that salary was important.

Sense of authority and seeing changes come about.

The feeling you get at the end of the unit, when you know the kids look at the world in a slightly different way because of what you taught them.

I'm only in it for the money.

Negative Aspects of Present Job

Fifty-five percent of the group, including over sixty percent of those whose jobs required completion of the bachelor's degree and all of those in jobs requiring less educational qualification, cited dislikes specifically related to Vocational or professional aspects of employment. Many reported disliking such working conditions as long hours, too much work responsibility, repetitiveness or lack of variety in their jobs, or pointlessness of their efforts. Large majorities of nurses and lawyers reported these dislikes.

A few others reported dislikes related to bureaucratic management, little opportunity for advancement, or lack of responsibility in their jobs.

> *The amount of work is overwhelming. I have little time to think about creating new programs.*

> *The job is boring and repetitious. There is no challenge.*

> *It is run as it should be -- a factory -- but with oppressive, propagandistic, pretenses...it is dirty and hard labor!*

> *The change the company is going through. Although small, a new president is enforcing red-tape procedures and conservatism on its management.*

Twenty-two percent of the respondents, particularly the married men, were unhappy with their salaries.

> *I am underpaid for the amount of responsibility I am asked to assume.*

> *Driving, especially in winter. Salary not high enough, too much paper work.*

> *Long waits before my case gets called. The firm is not one of the more prestigious corporate firms, and the salary isn't as high as I'd like.*

A fifth, including a third of the teachers and over two-fifths of those whose jobs required a master's degree, reported disliking some Interpersonal or social aspect of their jobs. Some, including the teachers, cited their relationships with people with whom they had to deal, while a few men reported disliking the low status of their jobs.

> *My employer is temperamental -- I can cope with her, but it's a bore.*
>
> *Office "cliques," backstabbing, and politics.*
>
> *The total time I have to work during the year. No professional artists to relate with.*

Dislikes having to do with Personal concerns were reported by fewer than ten percent of the respondents. They felt that their jobs did not develop their talents or use their full potential, or they received little personal satisfaction from their work. A few others reported that there was nothing about their jobs they disliked.

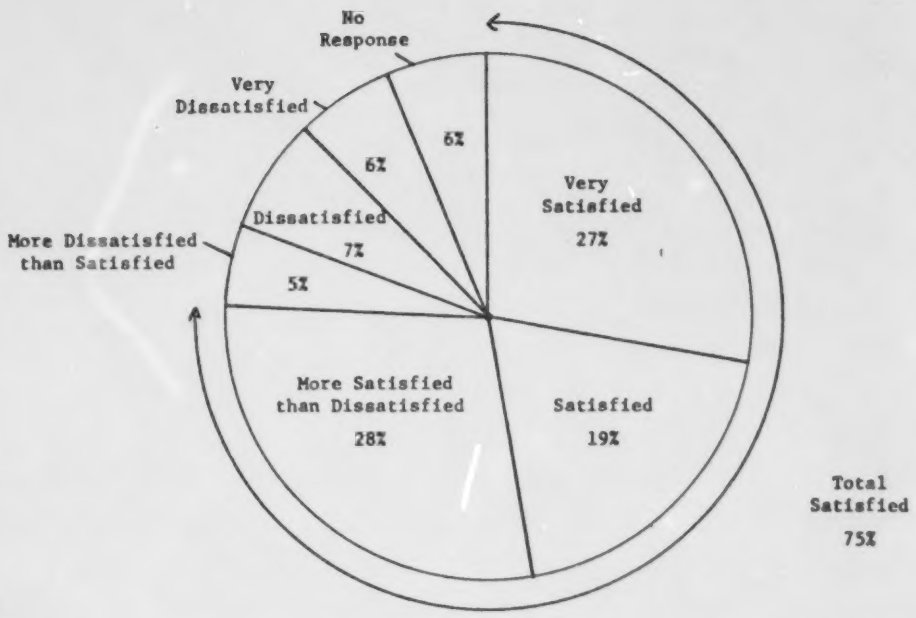
> *I find the kids difficult to work with and the pace very fast. I miss the hospital setting and I still feel "restless" about OT in general. I sometimes think (more often now) that I really should develop enough courage and motivation to go back to school and try something different.*
>
> *Job does not realize my full potential, could be done by person without degree, have become very interested in medicine. I've grown very little professionally during my employment. I haven't acquired any skills which will enable me to move up with my type of work.*
>
> *Nothing -- it's the only place I've worked where nothing has bugged me since I've started here.*

Satisfaction with Present Job

Seventy-five percent of the respondents who were working reported some degree of satisfaction with their jobs (Figure 4.9). Twenty-seven percent of

the group reported that they were Very satisfied with their jobs. This included two-thirds of the lawyers and half of the nurses. Forty-three percent of those who reported enjoyment of their interpersonal relationships at work and their working conditions also reported being Very satisfied with their jobs. A fifth of the group expressed some degree of dissatisfaction with their work. Resident women reported the greatest and resident men the least satisfaction with their present jobs (M=4.8 and 4.0, respectively).

Figure 4.9 SATISFACTION WITH PRESENT JOB N=95



Mean = 4.37

NOT EMPLOYED

Seventeen percent of the sample were not employed at the time of the ninth contact. Forty-two percent of these were Students. Twenty-one percent, all women, were Homemakers. Sixteen percent, all commuters, were looking for jobs. Twenty-one percent were enjoying their leisure time, or reported that they had jobs lined up but had not yet begun work.

Positive Aspects of Activities

When asked what they liked about what they were doing, three-fifths of those not employed reported Personal likes, usually citing enjoyment of their lifestyles. Others said that they liked the people in their lives, either family or fellow students. A few reported Academic or Vocational likes.

> *No demands -- I have my own schedule -- derive satisfaction from being a creative homemaker.*

> *Preparation for my chosen profession of helping others; contact with many types of people. Being a student is a relatively easy life.*

> *Stimulating, it provides me with the opportunity to concentrate on my studies, meet people, etc.*

> *I'm getting the credential that will enable me to teach again.*

Negative Aspects of Activities

Half of those who were not employed reported Personal dislikes about what they were doing. A few students cited their dependency and lack of privacy, and a few homemakers were bored. Job-hunting was frustrating for some. Students cited Academic dislikes including the pressure they experienced, the long hours, and a lack of useful learning. A few students also cited Financial difficulties.

> *Being alone a lot and expecting my husband to be my contact with the outside world.*

> *Not being able to spend more time on non-school projects -- hobbies, seeing friends, spending time with my wife. Constant pressure is upsetting.*

The feeling of competition. The pressure of looking for a job. The uncertainty.

I'm not learning much. I am not getting much out of school. Am bored sitting home waiting for evening when my classes are given.

No money, income, payola, bread.

Satisfaction with Activities

Two-thirds of those who were not employed reported that they were either More satisfied than dissatisfied or that they were Satisfied with what they were doing. This included all the homemakers and three-quarters of the students. Women who were not employed expressed greater satisfaction with what they were doing than did the men who were not employed (M=4.7 and 3.5, respectively).

SOURCES OF FINANCIAL SUPPORT

All individuals in the sample, whether or not they were employed, were asked the sources of their financial support other than wages. About forty percent of the respondents, including half the commuter women, reported their spouse's income as a source of financial support, and a comparable proportion reported having personal savings. About a tenth of the group derived some support from their parents, and smaller proportions were recipients of scholarships and loans. Other individuals cited income from military reserve duty, occasional temporary employment as entertainers, or income from the sale of art work. A fifth reported that they had no sources of financial support other than wages.

SEX/RESIDENCE DIFFERENCES

The various sex/residence/marital status groups differed from each other in their responses to various questions concerning their vocation.

Residents

Residents more frequently than commuters held positions that required professional degrees beyond the baccalaureate. At the same time a fifth of the residents held unskilled positions. Single residents were generally more likely than single commuters to be working and to be doing so full time.

Resident Women. Single resident women were more likely than the other women to be working full time, enjoying their jobs for such vocational or professional reasons as good working conditions, the opportunity to use their own judgement, and the ability to be creative. Resident women more often than other men and women cited good working conditions among their reasons for liking their jobs. Four-fifths of the married resident women were employed, and nearly half reported being Very satisfied with their jobs.

Resident Men. Resident men dominated the traditional professions of law, medicine and dentistry. Men in general and resident men in particular, had a wider salary range than the women. Half of the men had been in their present job for less than a year; some had earned advanced and professional degrees so that they entered the work force at higher salary levels than others. Resident men held a greater variety of jobs in every category of role and setting, and their salaries varied accordingly. They were less likely than others to report that their spouses were a source of financial support and were more likely, as were resident women, to report having savings.

Commuters

Nearly thirty percent of the single commuters, a larger proportion than within any other marital status/residence group, were not employed at the time of the ninth contact. Some were students or homemakers, and a few were seeking jobs.

Commuter Women. Commuter women were more likely than others in the sample to be teachers. A majority of these women reported earnings of ten to thirteen thousand dollars per year. Like the resident men, the commuter women had held their present positions for a relatively short time. Many married commuter women cited unpleasant working conditions as sources of dissatisfaction with their jobs. Single commuter women frequently cited Interpersonal problems with their jobs, especially difficulty with the people with whom they had to deal. While others reported great levels of satisfaction with their jobs, a third of the married commuter women reported being Dissatisfied.

Commuter Men. One-fifth of the commuter men, the largest single proportion of any sex/residence group, were working in industrial settings. One-third of those employed full time reported salaries in the thirteen to sixteen thousand dollar range. When asked how they got their present job, several reported the help of friends or relatives. Commuter men were more likely than others to report that they had no other source of financial support apart from their wages, and were the group least likely to report having savings on which they could rely.

Married Commuter men were more likely than other men to be working and to be doing so full time. When asked what they liked about their jobs, married commuter men, like the resident women, reported enjoying their responsibility. They generally cited the opportunity for advancement as an important aspect of the job they liked, while single commuter men cited vocationally-related likes. On the other hand, a few married commuter men, as well as several single resident men and women, reported being Very dissatisfied with their jobs.

CHAPTER 5

PERSONAL DEVELOPMENT AND PERSPECTIVES

The college experience provides the student with the opportunity to explore values, broaden interests, and develop talents, while encouraging realistic self-assessment that will enable the student to define attainable goals and pursue them successfully. To evaluate this endeavor, previous interviews and questionnaires have investigated respondents' views of themselves, their life-styles, their interests and activities, satisfactions and dissatisfactions, values and goals, to determine how individuals change over time, what influences produce change, and how satisfied they are with their lives.

In the eighth year of the project members of the sample were asked to describe themselves, to report in one word how they felt about themselves, to state what had given them the greatest satisfaction and dissatisfaction during the year, and to indicate their level of satisfaction with their personal, social, intellectual, aesthetic, vocational and civic development.

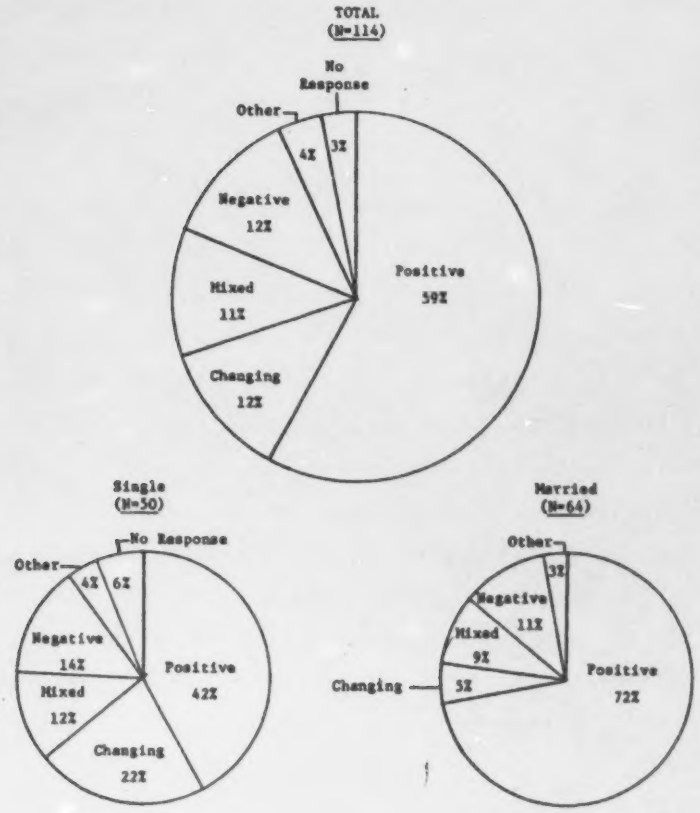
SELF-DESCRIPTION

One-Word Description of Feelings About Self

Respondents provided a wide range of words and phrases, most of which were categorized as Positive, Changing, Mixed or Unsure, or Negative. Positive expressions included responses like *happy, satisfied, confident,* and *content,* and expressions of dynamic states such as *changing, striving,* and *improving* were labeled Changing. Responses of mixed feelings such as *ambivalent, unsure,* or *uncertain* were classified as Mixed or Unsure, and words like *insecure, frustrated, dissatisfied* and *unhappy* were categorized as Negative.

Three-fifths of the respondents reported feeling Positive about themselves, and an additional twelve percent used terms denoting Change; the change terms were usually positive (Figure 5.1). About a tenth reported having Mixed feelings; the same proportion indicated that they felt Negatively about themselves.

Figure 5.1 ONE-WORD DESCRIPTION OF FEELING ABOUT SELF



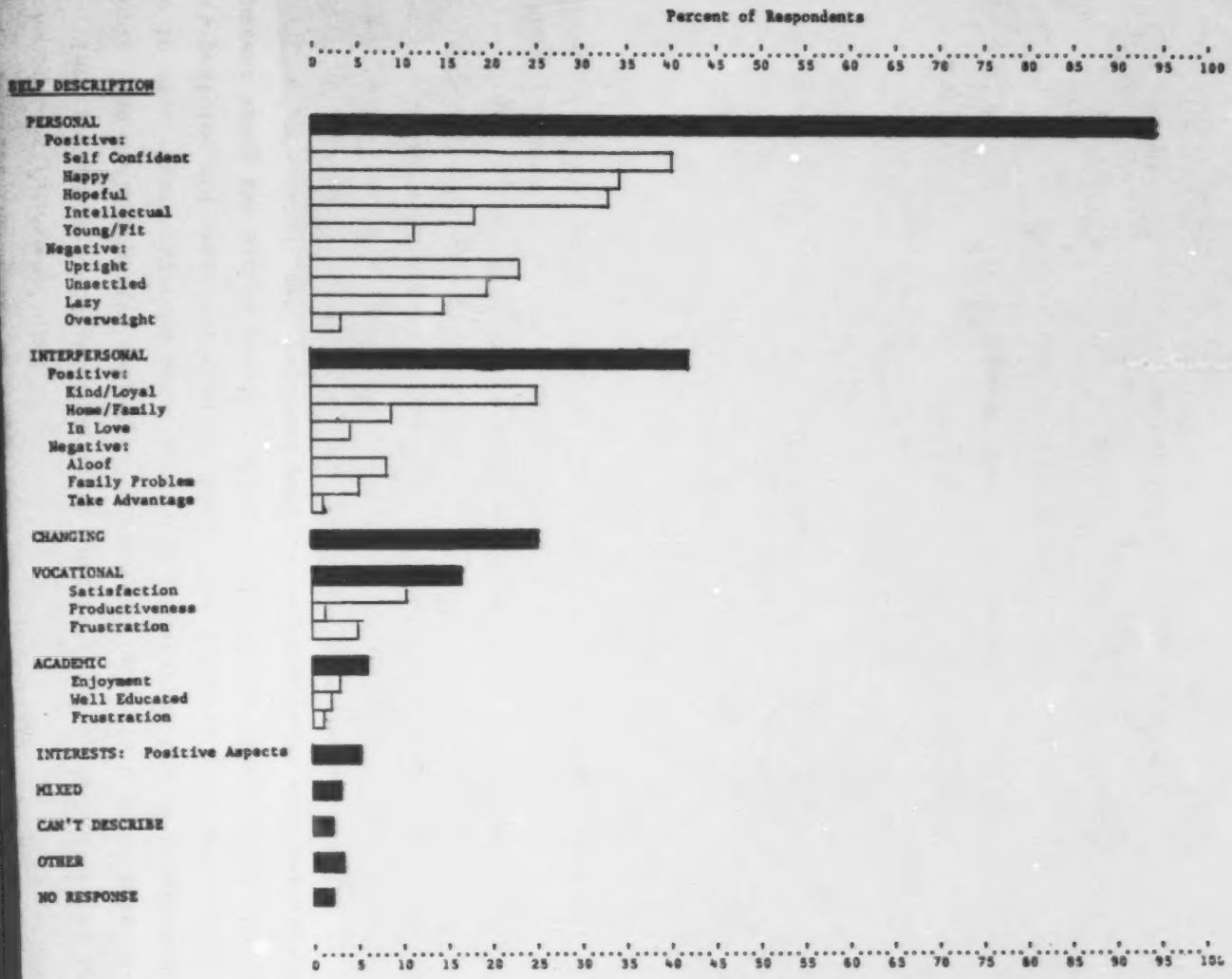
Marital status seemed to make a difference in the way respondents felt about themselves. Married people were more likely than single ones to cite Positive feelings about themselves, and single people more frequently than married ones used words indicating growth and change.

Self-Description

For this open-ended question, the sample members could list one or more personal characteristics or write a short paragraph describing themselves. Most respondents offered descriptions which included two or more aspects of themselves.

Ninety-four percent of the group reported one or more Personal characteristics; there were more than twice as many positive as negative responses (Figure (Figure 5.2). Included were personality characteristics such as *uptight* or *self-confident;* general feelings or outlooks on life like *happy* or *hopeful;* personal

Figure 5.2 SELF-DESCRIPTION N=114



abilities such as *intellectual;* and physical condition, reported in words or phrases like *overweight* or *young and fit.* Women more frequently than men reported negative personal descriptions, but they were also more likely than men to describe themselves as *happy.* Men more frequently described themselves as *hopeful* or *future-oriented.*

Interpersonal traits and conditions were reported by two-fifths of the sample, and again positive responses outnumbered negative ones by more than two to one. Women reported more Interpersonal descriptions of themselves, both positive and negative, than did men. This difference is particularly apparent among the single people: three-fifths of the single women, but just a tenth of the single men, reported positive Interpersonal self-descriptions.

A quarter of the group described themselves as Changing, usually in positive ways, reflected in words such as *growing* or *maturing.* Like the responses to the previous question, single people were much more likely than married people to report dynamic states.

Sixteen percent described themselves in terms of their jobs or careers, and a few others cited their Academic experience or other Interests.

The quotations below indicate the diversity among these responses.

> *Gregarious, friendly, happy, thoughtful, athletic and moody.*

> *Searching for a goal in life. Confused and dissatisfied, worrying about growing older without achievement.*

> *I feel that I am basically a nice person, fairly easy to get along with and even tempered. I have many interests both my career and my hobbies. I don't like to do one thing all the time so my interests are varied. I am interested in helping people including my husband and so I try to do this as I can.*

> *I feel more and more as though I'm "coming into being" -- have set a goal (career-wise), am satisfied with my relationships with others; I get depressed and my life situation seems to overwhelm me sometimes, but I always seem to be able to cope.*

> *A person who is trapped on the wrong road. I'm going through my first real identity crisis.*

Well-groomed up-and-rising professional career woman who derives satisfaction out of achievement on the job, in the profession, and at home. I enjoy also being "feminine" and "liberated" and want to be treated equally with men.

As a lot of opposites; sometimes extremely independent and secure, then, at times, disappointingly insecure; sometimes sensitive, sometimes intolerant; sometimes I feel a kind of wholeness, at other times I feel fragmented.

Restless, growing, learning, influencing people I come in contact with, happy.

I might envy myself if I were someone else: athletic, good-looking, intelligent; not without charm; capable of very close friendship; capable of creativity. But I know myself. I am lazy, over-sensitive to the estimation of others, capable of becoming a big-mouthed zero.

SATISFACTIONS AND DISSATISFACTIONS

This Year's Greatest Satisfaction

Although the sample members were asked to name just one source of satisfaction, several listed more than one, insisting that they went together or complemented each other.

Interpersonal relationships were most frequently cited as the source of greatest satisfaction (Figure 5.3). Single people frequently reported the satisfaction of being in love or having made new friends, while married people were more likely to report the satisfactions associated with family life. A few people cited their relationships with their parents or the happiness they felt in helping others. These responses were more frequently reported by women than by men.

My friends and the man I am now going out with. They accept me as I am and don't expect unreasonable things from me.

Living with and loving my wife. We have a special relationship and mean a great deal to each other.

My child. He is a joy to be with and seeing him grow is very rewarding.

Helping others. Almost everyday I am called to solve someone's problem or listen to their story or provide a service.

Personal sources of satisfaction were cited by nearly a third of the group and included their own growth, self-confidence, independence, enjoyment of life or physical improvement. These responses also came more frequently from women than from men.

Personal growth. It's often hard to sort out one's feelings but doing so is a source of satisfaction.

Learning about me. The key to being happy is knowing about yourself and being able to relate to you.

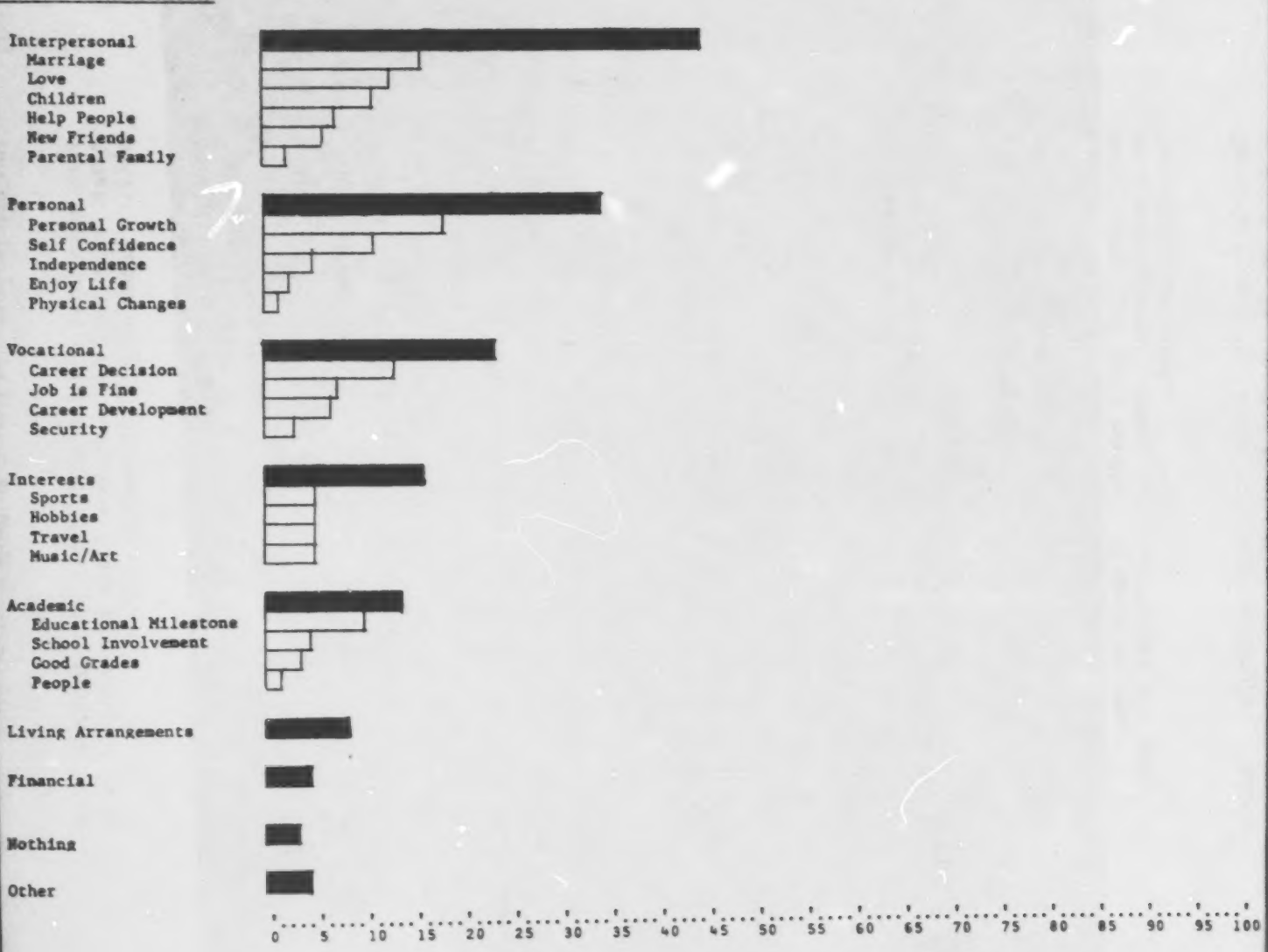
Vocationally related satisfactions were reported by twenty-two percent of the group; fifteen percent mentioned satisfaction with their Interests or hobbies. Over a tenth said that they derived primary satisfaction from their Academic involvement or achievement. A few others cited improvement in Living arrangements or their Financial situation.

My job change. Has given me a better opinion of myself professionally.

My job. It pays enough for me to keep myself financially solvent and allows me creativity and independence to a degree.

My deadly outside shooting in last night's basketball game. When I started playing a couple of weeks ago, I was so embarrassingly bad, I thought of quitting. But I worked at it, and my perseverance paid off.

Figure 5.3 SOURCES OF GREATEST SATISFACTION N=114



My work in graduate school. I'm finally preparing to do something that I will want to do for quite some time. I can see purpose in what I'm doing.

Very successful completion of first year graduate school. After being away for two years I was apprehensive re my ability especially in statistics course.

Monetary gain. With the present economic conditions I have prospered.

This Year's Greatest Dissatisfaction

As in the previous question, respondents were asked to provide only one source of dissatisfaction; again several people cited more than one source.

The most frequently reported source of dissatisfaction was some aspect of job or career (Figure 5.4). Some discussed careers which seemed to be at a standstill or jobs that were not challenging or satisfying. Others disliked some aspect of their work or expressed frustration at being without work. Some had difficulty with the interpersonal aspects of their jobs, reporting difficulty getting along with co-workers or bosses.

My job. It just makes me feel as though I'm stagnating, although I am making some changes by going to school now.

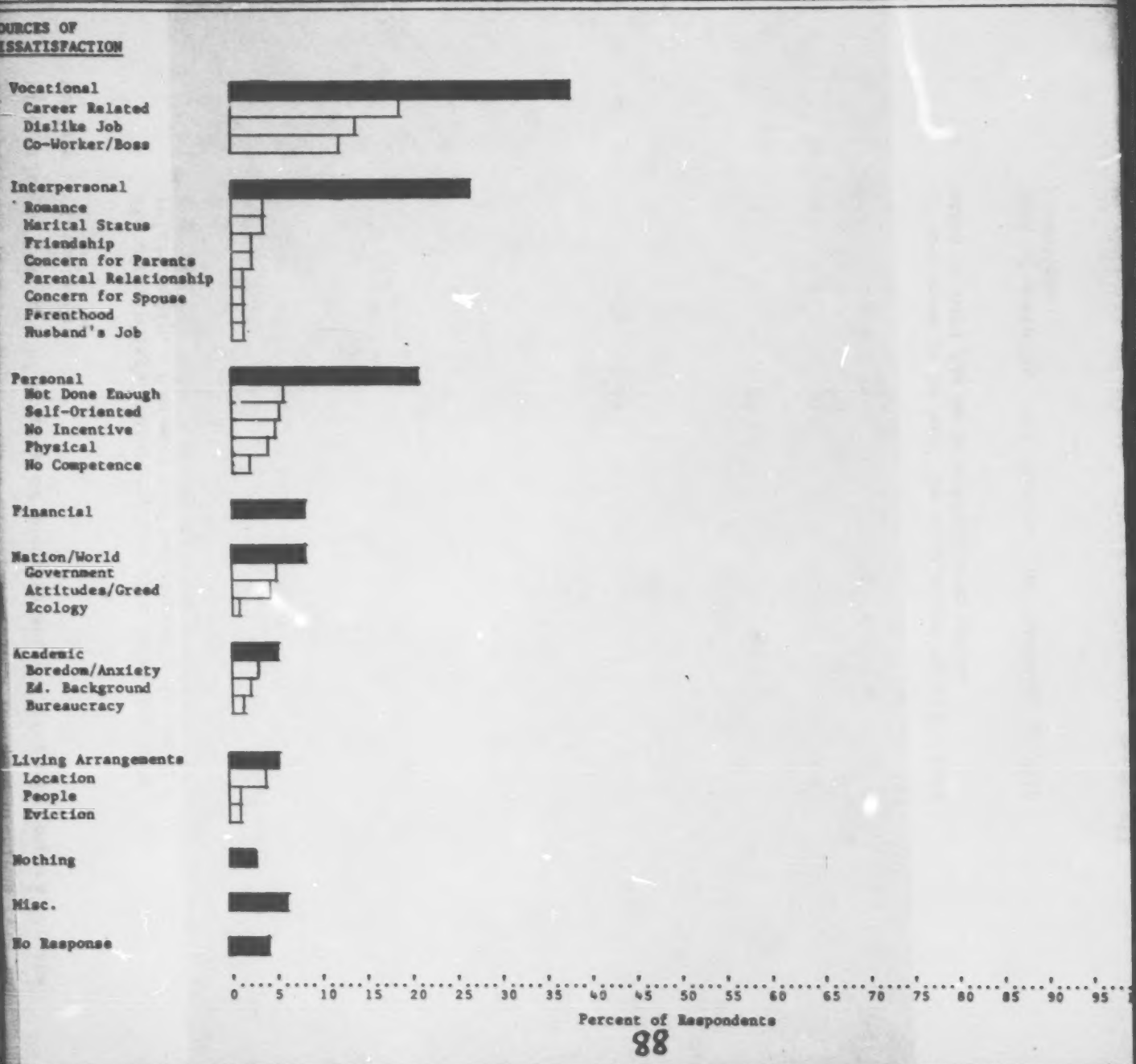
My job. No challenge -- very unfulfilling, not what I went to school for.

My job, because I won't leave it. I keep thinking it will get better but in the meantime I'm losing my self-confidence.

Not finding full-time work. I could have had my choice of jobs a couple years ago.

Being unemployed for 5 months. It drove me crazy -- I am a work-oriented person, yet I won't work for less than what I am worth.

Supervisor at work. Makes life less meaningful, thwarts personal growth, creates frustration.


OURCES OF
ISSATISFACTION
Vocational
Career Related
Dislike Job
Co-Worker/Boss
Interpersonal
Romance
Marital Status
Friendship
Concern for Parents
Parental Relationship
Concern for Spouse
Parenthood
Husband's Job
Personal
Not Done Enough
Self-Oriented
No Incentive
Physical
No Competence
Financial
Nation/World
Government
Attitudes/Greed
Ecology
Academic
Boredom/Anxiety
Ed. Background
Bureaucracy
Living Arrangements
Location
People
Eviction
Nothing
Misc.
No Response
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95
Percent of Respondents

More than a quarter of the group reported dissatisfaction with their Interpersonal relationships. These dissatisfactions included problems relating with friends, the lack of friends or adequate social life, and concern for the welfare of loved ones.

> *The slow, painful deterioration of a close intimate relationship. I missed that relationship in which I grew and got great satisfaction.*

> *Relationship with my steady girlfriend. Have had difficulties during last 12 months or so due to my desire for more freedom than earlier in our relationship.*

> *Very few friends. Because we both work and my husband goes to school nights, we have had very little chance to make many close friendships.*

> *Wife and child's illnesses. Showed me how vulnerable they are and was a great source of worry.*

A fifth reported Personal dissatisfactions with their accomplishments, their development, their lack of incentive or ability, or their physical condition.

> *Lack of educational and cultural development. I feel that I haven't done as much as I should.*

> *Impatience with the slow improvement in my situation. I feel like I have the whole burden of 25 years of laziness to overcome before I can get where I want.*

> *It continues to be hard for me to assert myself. This makes it hard for me to achieve some goals.*

> *Lack of activity. Not involved, not reaching my full potential.*

> *My allergies and sinuses. It is a nuisance to sneeze all the time.*

Nearly a tenth mentioned dissatisfaction with their Financial status, and the same portion cited the abysmal condition of the nation or the world.

SATISFACTION WITH DEVELOPMENT

Respondents were asked to report their degree of satisfaction with several aspects of their Personal, Social, Intellectual, Aesthetic, Vocational, and Civic development (Figures 5.5 to 5.10). Responses were made on the following six-point scale:

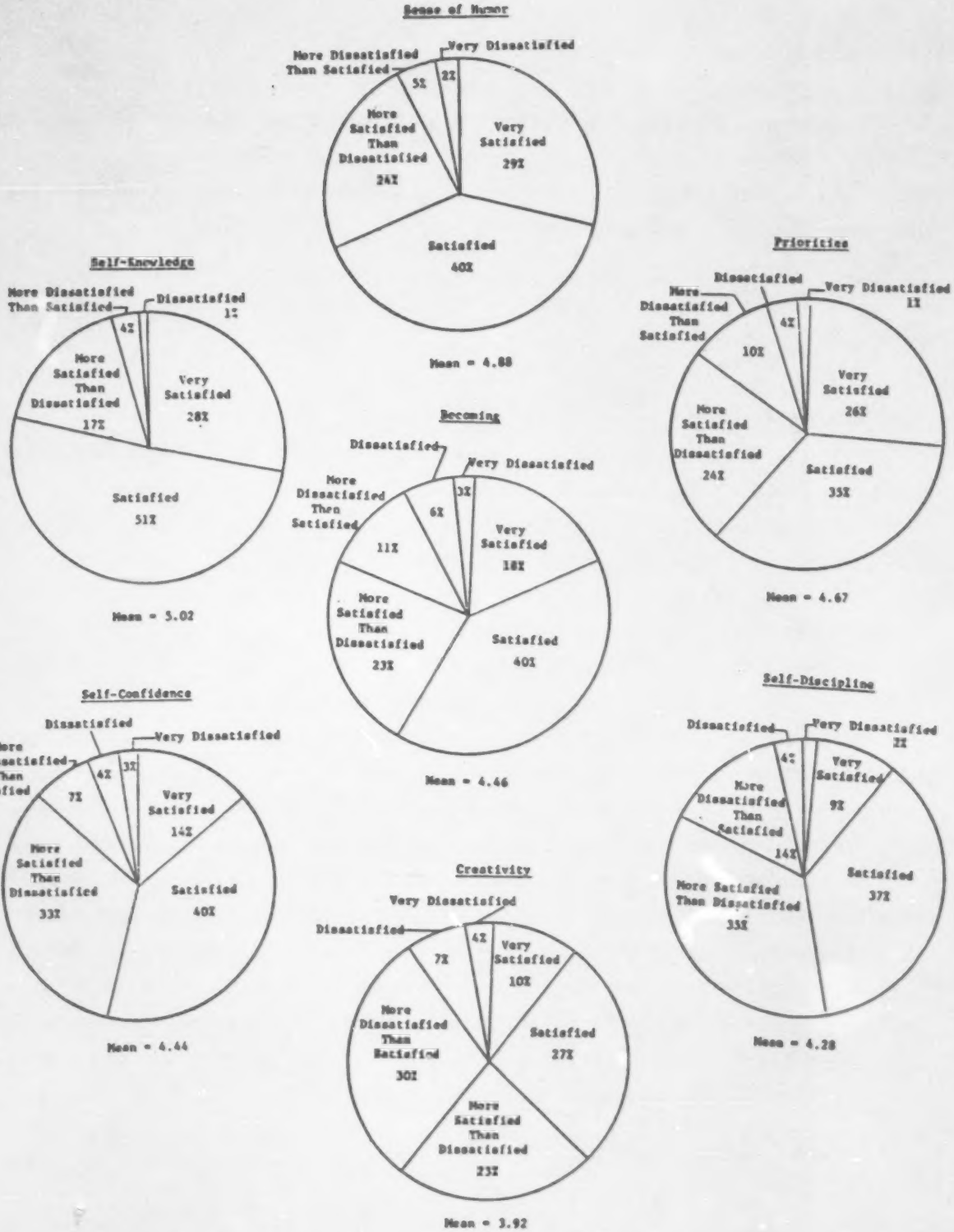
1 Very Dissatisfied
2 Dissatisfied
3 More Dissatisfied than Satisfied
4 More Satisfied than Dissatisfied
5 Satisfied
6 Very Satisfied

Personal Development

Seven aspects of Personal development were listed: Self-confidence; Self-discipline; Sense of humor; Self-knowledge, defined as *knowing your strengths, weaknesses, values, interests*; Creativity, interpreted to mean *exercising your creativity*; Priorities, described as *establishing and living by priorities you believe in*; and Becoming, defined as *being or working toward the person you can and want to be*. The group members reported their degree of satisfaction, and mean responses were calculated for each of these aspects (Figure 5.5).

More than three-quarters of the sample expressed some degree of satisfaction with each aspect of their personal development except Creativity. Respondents seemed to be most satisfied with their Self-knowledge and Sense of humor (M=5.0 and 4.9, respectively). About ninety-five percent of the group expressed satisfaction with each of these aspects, with thirty percent saying that they were Very satisfied. Eighty-five percent of the respondents were satisfied with the development of their Priorities and with their Self-confidence (M=4.7 and 4.4, respectively), and four-fifths of the group expressed some degree of satisfaction with their Becoming the kind of person they wanted to be (M=4.5). The mean satisfaction for Self-discipline was 4.3, and mean satisfaction with their expression of Creativity was 3.9, although sixty percent expressed some degree of satisfaction in that area.

Figure 5.5 SATISFACTION WITH PERSONAL DEVELOPMENT N=114



Some differences in response exist between the various sex-residence groups. Resident men reported lower levels of satisfaction than did other groups with their Priorities, Becoming, Self-discipline, and Creativity. Commuter men reported higher levels of satisfaction with their Self-confidence than did other groups, and resident women reported greater satisfaction than did others with their Becoming the kind of people that wanted to be.

Very few people said that they were Dissatisfied or Very dissatisfied with any aspect of their Personal development. In only one case, that of Creativity, did more than fifteen percent of the respondents report being More dissatisfied than satisfied. A majority of the respondents were Satisfied or More satisfied than Dissatisfied with each development category, and more than a quarter were Very satisfied with their Self-knowledge, Sense of humor, and establishing of Priorities.

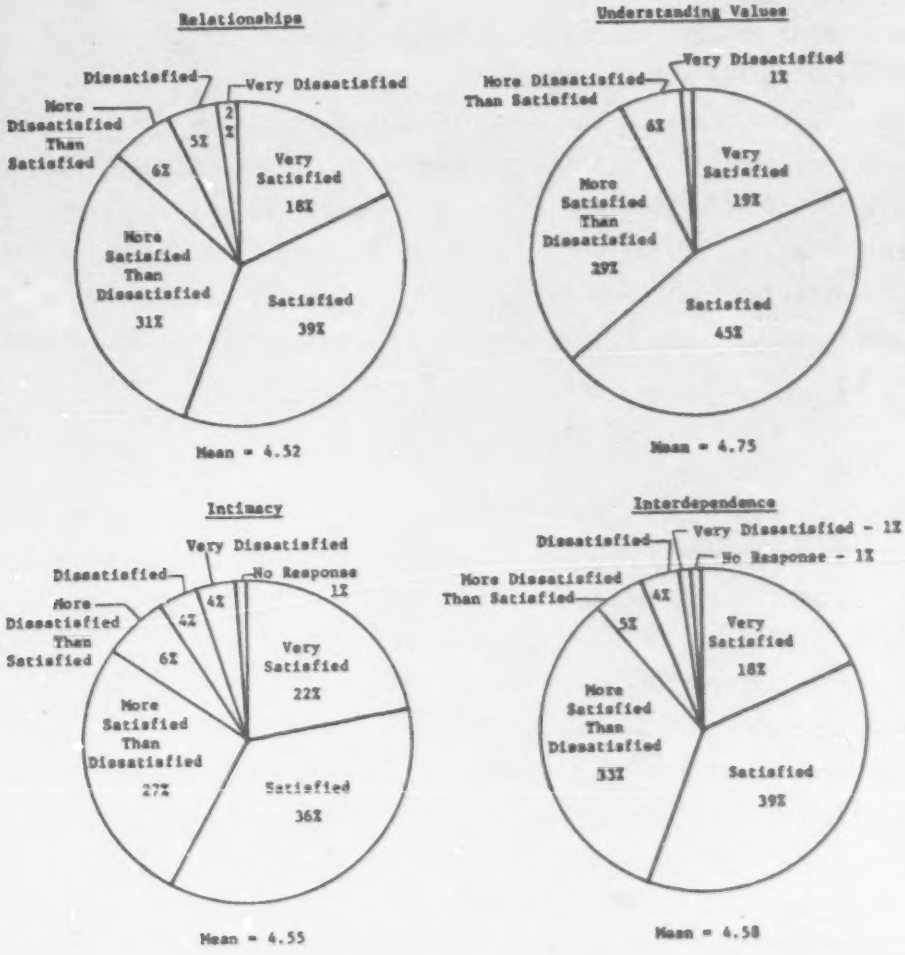
Social Development

Four aspects of Social Development were explored: Relationships, defined as *being able to relate to others;* Understanding values, meaning *understanding others' values, accepting their differences;* Intimacy, described as *establishing and being comfortable with various degrees of intimacy and trust in relationships;* and Interdependence, defined as *accepting and fostering mature interdependence in your relationships* (Figure 5.6).

Between eighty-five and ninety-three percent of the respondents expressed some degree of satisfaction with each aspect of their Social development, and the distribution of responses along the satisfaction scale did not differ greatly among the four development categories. Respondents were most satisfied with Understanding values (M=4.8), while mean satisfaction with the other aspects of social development ranged between 4.5 and 4.6.

Again there were differences among the sex-residence groups. Resident women reported greater satisfaction with Intimacy and Interdependence than did others (M=5.0 and 4.9, respectively). Commuter men reported being more satisfied than others with their Relationships (M=4.8). Resident men seemed less satisfied than other groups with their Relationships (M=4.2), and commuter women were less satisfied with their Interdependence (M=4.3) than were other members of the group. Resident men and commuter women also had lower mean satisfaction levels than did other groups on Values and Intimacy.

Figure 5.6 SATISFACTION WITH SOCIAL DEVELOPMENT N = 114



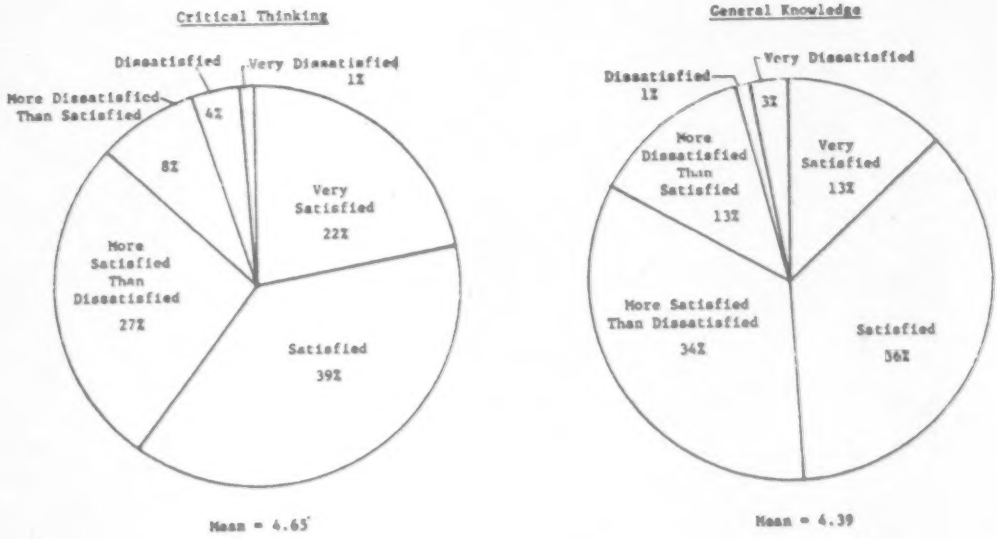
Not more than fifteen percent expressed any degree of dissatisfaction with any aspect of their Social development, and large majorities were either Satisfied or More satisfied than dissatisfied in each case. More respondents reported being Very satisfied than reported any degree of dissatisfaction with any aspect of Social development.

Intellectual Development

Group members were asked to report their level of satisfaction with two aspects of their Intellectual development: Critical thinking, defined as *being able to think critically, analyze and synthesize data, apply knowledge to new situations;* and General knowledge, described as *understanding and appreciating the historical, political and scientific world in which we live.*

Eighty-eight percent and eighty-three percent of the respondents expressed some degree of satisfaction with their Critical thinking ability and their General knowledge, respectively (Figure 5.7). They were more satisfied with their Critical thinking ability than with the General knowledge they had acquired (M=4.7 and 4.4, respectively).

Figure 5.7 SATISFACTION WITH INTELLECTUAL DEVELOPMENT N=114



Resident men had a slightly lower mean satisfaction with their Critical thinking than did other groups (M=4.4), but they reported greater satisfaction than did others with their General knowledge (M=4.7). Commuter women had the lowest mean satisfaction with their General knowledge (M=4.0).

Aesthetic Development

Sample members were requested to assess their satisfaction with one aspect of their Aesthetic development: Aesthetic appreciation, defined as *appreciating and enjoying art, music, poetry, literature, dance.*

Three-quarters of the sample reported some degree of satisfaction with the development of their Aesthetic appreciation (Figure 5.8). Commuter men reported the lowest, and resident women the highest mean satisfaction with this aspect of their development (M=3.9 and 4.7, respectively).

Figure 5.8 SATISFACTION WITH AESTHETIC DEVELOPMENT N=114

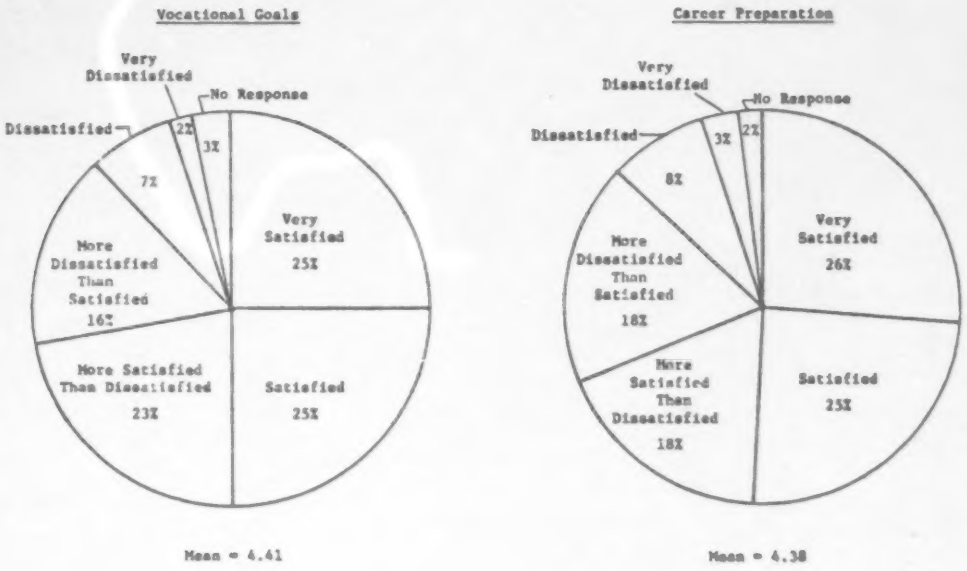
Mean = 4.24

Vocational Development

Two of the more obvious components of Vocational development were explored: Vocational goals, defined as *establishing a vocational goal or goals which you believe will be satisfying to you;* and Career preparation, described as *preparing or developing/advancing in a specific career which you believe will be satisfying to you.*

About seventy percent of the sample expressed some degree of satisfaction with their Vocational goals and their Career preparation (Figure 5.9). Resident men expressed the least satisfaction in both cases (M=4.2).

Figure 5.9 SATISFACTION WITH VOCATIONAL DEVELOPMENT N=114



Civic Development

Sample members were asked to report their degree of satisfaction with two components of Civic development: Societal awareness, described as *being aware of societal conditions and problems;* and Societal Contributions, defined as *contributing to the alleviation of societal problems.*

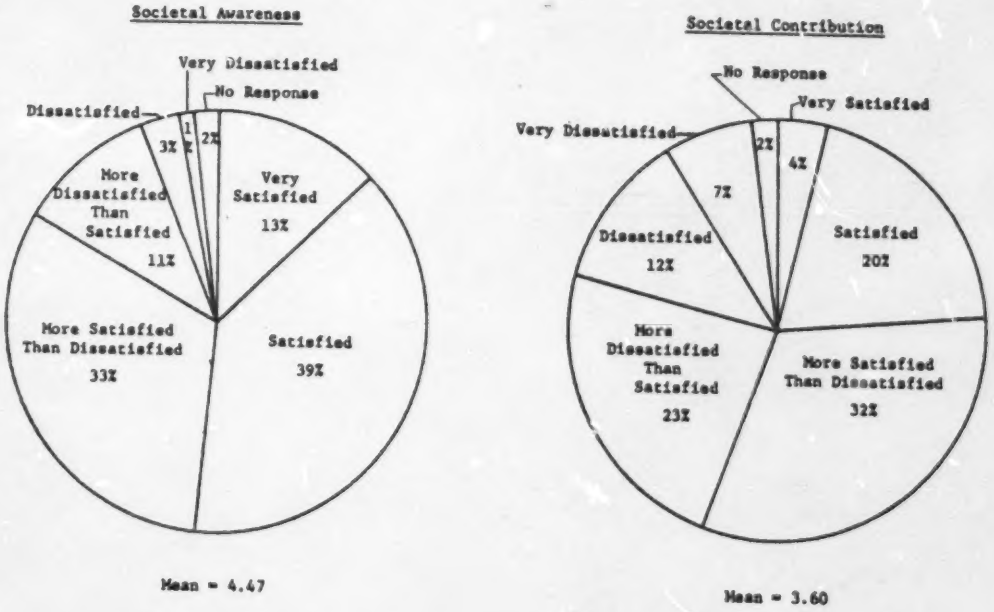
Respondents were much more satisfied with their Societal awareness than with the extent of their Societal contributions (M=4.5 and 3.6, respectively) (Figure 5.10). Eighty-four percent expressed a degree of satisfaction with their Societal awareness; only fifty-six percent did so with respect to their Societal contributions.

Resident men were most satisfied, and commuter women least satisfied, with their Societal awareness (M=4.7 and 4.0, respectively). Although all the means

were low, commuters were less satisfied than residents with their Societal contributions (M=3.4 and 3.8, respectively).

Forty-two percent expressed some degree of dissatisfaction with their Societal contribution, compared with fourteen percent reporting some dissatisfaction with their Societal awareness. The perception of societal problems and of their own civic responsibility persisted, but a significant proportion of the group were not satisfied with their own response.

Figure 5.10 SATISFACTION WITH CIVIC DEVELOPMENT N=114



Summary

Most respondents were satisfied to some degree with their development in each of the areas investigated. They reported greatest satisfaction with their Self-knowledge, Sense of humor, and ability to Understand others' values. They were least satisfied with the expression of their Creativity and with their Societal contributions, and only slightly more satisfied with their Aesthetic appreciation and their Self-discipline.

SEX/RESIDENCE DIFFERENCES

Residents

More often than others, the single resident women reported Positive feelings about themselves, describing themselves as Self-confident and Happy, if sometimes Unsettled. Their self-descriptions often contained Vocational references. They seemed to be more satisfied than others with their Aesthetic appreciation, their capacity for Intimacy and Interdependence in relationships, and their Becoming the kind of people they wanted to be.

Resident men more often than others expressed Negative feelings about themselves and Vocationally-related sources of dissatisfaction. Their mean satisfaction with various aspects of their development was in many instances lower than that of other groups. This may be due to their level of personal expectations: resident men are also more frequently than others pursuing professional degrees and careers. Married resident men more frequently than others reported some aspect of their Living arrangements to be their source of greatest satisfaction during the year.

Commuters

Commuters in general, and single commuter women in particular, expressed more often than others Mixed feelings about themselves. Commuter men were less likely than others to report that their source of greatest satisfaction was Vocational, but were more likely to report some Academic source of satisfaction. More frequently than others, they reported Personal sources of dissatisfaction, but higher levels of satisfaction with their Self-confidence and Sense of humor.

Married and Single Respondents

Single respondents were more likely than others to report dynamic feelings about themselves and to describe themselves as Changing. Married respondents as a group more frequently than others reported Positive feelings about themselves. Married women more frequently than others described themselves as Happy. Married resident men and married commuter women more often than others described themselves in Vocational terms.

CHAPTER 6

OBSERVATIONS

The overall impression derived from these data is one of satisfaction and optimism. This is not to imply that respondents reported only the positive aspects of their life experiences. Many, in fact, used the questionnaire as a self-analytic tool and a framework for evaluating their lives during the previous year. They candidly cited those aspects of lifestyle, education, vocation, and personal development that caused them anxiety or displeasure, and discussed those areas in which they would like to change. Many reported the need to cope with unanticipated situations such as the health of loved ones or revised career expectations.

Most respondents reported satisfaction with nearly every aspect of their own development and with the directions their lives were taking. Those who were uncertain about present conditions and future prospects, or were coping with difficult problems were optimistic that they could handle their problems and that things would be better next year. Their basic self-image, reflected in feelings about and descriptions of themselves, was positive.

These observations hold for residents and commuters, men and women alike. The experiences of these subgroups, however, differed during the college years, and the course of their lives as young adults differs as well. For example, respondents who were formerly commuters were more likely than the residents to have married, to be rearing children, and to be very enthusiastic about this aspect of their lives. They expressed, more frequently than the residents, a vocational orientation toward their education and their jobs or careers. The former residents, on the other hand, were more likely than the commuters to be single and to be pursuing advanced education. Resident men in particular filled a wider range of job types - and a wider range of salary levels - than did the other men or the women.

The career expectations and financial rewards seem different for men and women regardless of former residence status. The respondents include one woman lawyer; all others either studying for or having obtained professional degrees in medicine, veterinary medicine, dentistry, or law were men. In addition,

mean salaries were higher for men than for women. However, three-quarters of the sample who were employed reported some degree of satisfaction with their jobs, and among those who were employed full time, resident women reported the greatest and resident men the least satisfaction with their jobs. To this group at least, satisfaction seems unrelated with extent of professional preparation or salary level.

Their twenties are indeed years of change and decision for these respondents. They reported their successes, frustrations and insights into their own growth and their relationships with others. A sampling of their concluding comments follows.

ADDITIONAL COMMENTS

I've found my niche -- now all I have to do is find out if I can afford it.

It is a shame that more people do not take the time out to answer this questionnaire. Although some of the questions are quite difficult to answer and do take some thinking, I think it is a worthwhile survey.

With someone to love I would be a totally fulfilled person.

The reason for my comments about civic development is that I'm very active in local Democratic politics and am a Commissioner of Landlord-Tenant Affairs for Arlington County.

I want to thank you for the last analysis of data! I have felt all along that this study was impersonal -- especially answering these questions by writing -- UGH! But with reading that others had similar experiences and feelings that I had, and that they would express them so openly made me feel a common bond with them -- all made available by you. This also enabled me, for the first time in eight years, to be completely honest and frank about my feelings. Thank you.

How 'bout physical development. Ya know "mens sona in corporis sona." All this career and interpersonal development stuff isn't worth a darn if you aren't healthy and/or it makes you ulcerous. (Name), our Sociology chairman, was fat and smoked cigarettes and died of a heart attack the other day at age 53. He wrote some fine books. So what?

By the way, I wonder sometimes if you are aware of the way your questions are biased toward a certain view of life we don't all share. Look at your section on "social development." Some of us don't buy this wishy washy liberal Abe Maslow crap. For example, sometimes other people are wrong, and their differences with us should not be accepted. But if I say that, I'm a low self-actualizer, right?

It really took me a long time to get myself into doing this again. I really wondered about some of the questions this time. At times I felt like I was answering a "shrink."

You say "That's all," this has got to be the understatement of the year! I sat down to do this right after I got home from work and found it, and it is now 1½ hours later!!! Right now I wish I lived in Buffalo! This was a hard one as the parent problem was a big one in my "growing years." Now things are better, but still not great. I can look back and see that my parents weren't so bad, that a lot of the conflict was my own and I think that's why I'm ending up good (as I consider myself). If my parents had been as bad as I thought at the time I would have had it tougher learning the values that I have. I feel good about myself and my job of helping people and my husband. I like what's happening to me and I think that's what helps in all your relationships with people.

It's hard to believe time goes by so quickly. I can vaguely remember some of my responses in the first interviews -- comparing them to what I feel now, I'd say I'm doing pretty well and have reason to be pretty happy.

In general, "things" are very good. But occasionally my mind wanders.

It's been a long hard year. My wife's work with emotionally disturbed children drains her, to the point where she needs to be cheered up. Going back to school has been exciting although realizing that games exist even on this level is disturbing -- having to play them and deal with those who I might not otherwise deal with is difficult. Not being satisfied with existing situations and wanting to change them is also a concern. I am becoming more self actualized, although it is slow in coming. Realizing that you can only master an infinitismal amount of data, in this highly specialized world is tough to take; soon we want to know all there is -- it's impossible and frustrating. When the sun shines through, and it's Sunday, and we're together (my wife and I) all else can temporarily be cancelled out until reality comes pushing its way back into your life.

This has taken me a while to complete and I've given it a great deal of thought and time. I try to be as honest and accurate as possible; however, I sometimes wonder how precisely I can answer some of these questions.

This has been a year of changes for me. Graduation from law school, moving from a dorm situation to living alone, losing a close intimate relationship, starting a job, teaching and more have effected my life this year. Though I'm confused in many ways I feel that I am growing even though this growth is painful at times.

This questionnaire gets more vague and ambiguous every year. It seems less and less to apply to the things I think about most and do continually. I seldom think about myself because I'm too busy working either at home or on the job. Things are as they are and I don't analyze or question them -- unless it is required by the situation. I never sit down and think about my relations with anyone. That makes it hard to answer anything of this nature accurately or succinctly. I exist these days to provide for my family and give them a chance to grow up to do and see as much as anyone can reasonably expect. I don't have any personal goals as such. I just want life to continue with a minimum of interference from the outside. I would probably make a good hermit.

I'm sorry I'm doing this so late. I've just gone through a long job search, my grandmother is in very poor health, my car was screwed up, etc. Besides that I tend to be very lazy and I let tennis, skiing, ushering for the Buffalo Philharmonic, etc., take priority over this.

It's getting harder to answer for a year as one unit. My answers seem to depend more on my feelings at the time I fill out the questionnaire than on my cumulative feelings for the year. This has been an awful month -- I didn't feel the same about many things two months ago and I hope I won't feel the same next year.

Sorry I sent this in so late.

This was excruciating! The longest questionnaire we've had so far, isn't it. I'm very good at selectively forgetting what I don't want to think about and it was difficult for me to delve beyond this barrier.

This is a very bad time for me -- uncertainty as to the future -- children? -- job? Living location? -- and endless other possibilities. I hope I'm more together at the next time of correspondence!

Sorry this is late. I had all I could do this year to keep together in terms of finishing my thesis from U. Mass and completing my course work at U. Cal. I did it, though.

I'm damn tired of filling out this crap. Why not give me a job if you are so interested in my help? If you don't want to give me a job don't bother to send me another of these forms. When I signed up I wasn't told it would be a lifetime commitment.

It seems like every year I get this form filled out during a change situation. Last year I had just moved. This year I quit my job and got married. Next year I hope I'm more stable and can be of some value other than for rounding out the curve.

My wife and I enjoyed reading the data from the 1973 questionnaire. We'd like to know where other people from the survey are living and what they're doing. She likes the fact that she's now a part of the study. I like answering the questionnaire because I can see changes in myself in thinking back on some of the questions I struggled with 4 years ago.

I should like to be able to compare this questionnaire with my very first interview. I think it would be interesting to see if the change I feel within myself has indeed taken place.

I always look forward to this questionnaire with a sense of dread -- but I think it forces me to reconsider my feelings and values. We need to do that occasionally.

I know what I can do and I know what I want. The thought that I might blow it horrifies me. So my thoughts tend to leap ahead of my present. I grow weary of it -- but escapism doesn't help at all. It's a strain being in training for life.

APPENDIX

Eight-Year Questionnaire

I MARITAL STATUS
(Check as many as apply and write in year where appropriate.)

A. ___single

	YEAR
___married	____
___separated	____
___divorced	____
___remarried	____

B. What do you like about your present marital status?_____

_____

_____

C. What do you dislike?_____

_____

_____

D. Generally, how satisfied are you at this time with your present marital status?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfied
___satisfied
___very satisfied

E. Additional comments_____

_____

_____

II CHILDREN AND PARENTHOOD (OR LACK)

A. Are you a parent? ___No ___Yes

B. What do you like about your present parental status?_____

_____

_____

C. What do you dislike?_____

_____

_____

D. How satisfied are you with your parental status?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfied
___satisfied
___very satisfied

E. If you are not a parent, skip to III
If you are a parent, how many children do you have, and how old are they?

Present children	Age	Sex	Yours biologically	Yours by adoption
	___	___	_____	_____
	___	___	_____	_____
	___	___	_____	_____
	___	___	_____	_____
	___	___	_____	_____

F. Additional comments_____

_____

_____

_____

III PARENTAL FAMILY

A. Marital Status of Parent(s)

(Check as many as apply and write in the year where appropriate.)

___both parents are alive and living together (skip to B)

		Year
___parents divorced		____
___one or both parent(s) died:	father	____
	mother	____
___one or both parent(s) remarried:	father	____
	mother	____

If your parents were divorced, separated or widowed, with whom did you live during high school and/or college?_____

B. Siblings

How old are your sisters and brothers?

____I have none. (skip to C)

(Write in ages.)

Sisters:	1___	2___	3___	4___	5___	6___	7___	8___
Brothers:	1___	2___	3___	4___	5___	6___	7___	8___

C. Family Relationships

The following sets of items concern different dimensions of relationships. Please indicate for each dimension the description which best describes your relationship with your family members most of the time during the following time periods relative to you:

(a) before high school (junior/senior)
(b) high school until college
(c) September 1966 until June 1970
(d) June 1970 until now, Spring 1974

Mother

Feelings	(Check one in each column) Before High School	Jr/Sr High School	1966 to 1970	1970 to 1974
hostile	___	___	___	___
unpleasant, feelings not particularly deep	___	___	___	___
volatile, demonstrative, loving and hating	___	___	___	___
indifferent	___	___	___	___
pleasant, feelings not particularly deep	___	___	___	___
loving, caring but not demonstrative	___	___	___	___
loving, affectionate, demonstrative	___	___	___	___
other, please specify_____				
_____	___	___	___	___

Relationship	(Check one in each column)			
not close, avoid each other	___	___	___	___
not close, little interest in each other	___	___	___	___
not close, but loyal and care about each other	___	___	___	___
close, share concerns and/or interests	___	___	___	___
other, please specify_____				
_____	___	___	___	___

If changes occurred from one time period to the other, what influenced the change(s)?_____

_____

_____

Additional comments._____

_____

_____

Father

Feelings

(Check one in each column)

	Before High School	Jr/Sr High School	1966 to 1970	1970 to 1974
hostile	___	___	___	___
unpleasant, feelings not particularly deep	___	___	___	___
volatile, demonstrative, loving and hating	___	___	___	___
indifferent	___	___	___	___
pleasant, feelings not particularly deep	___	___	___	___
loving, caring but not demonstrative	___	___	___	___
loving, affectionate, demonstrative	___	___	___	___
other, please specify_____	___	___	___	___
_____	___	___	___	___

Relationship

(Check one in each column)

not close, avoid each other	___	___	___	___
not close, little interest in each other	___	___	___	___
not close, but loyal and care about each other	___	___	___	___
close, share concerns and/or interests	___	___	___	___
other, please specify_____	___	___	___	___
_____	___	___	___	___

If changes occurred from one time period to the other, what influenced the change(s)?_____

_____

_____

Additional comments._____

_____

_____

Sister(s)

If you have more than one sister, for each time period indicate the description for each sister by writing in the number corresponding to her present age as indicated in Section B, Siblings.

Example: Sisters: 1. 30 2. 17 3. 10 4.___ 5.___ 6.___

Write 1 in the one appropriate line in each column that describes your relationship with your sister who is now 30 years old.

Feeling	Before High School	Jr/Sr High School	1966 to 1970	1970 to 1974
hostile	___	___	___	___
unpleasant, feelings not particularly deep	___	___	___	___
volatile, demonstrative, loving and hating	___	___	___	___
indifferent	___	___	___	___
pleasant, feelings not particularly deep	___	___	___	___
loving, caring but not demonstrative	___	___	___	___
loving, affectionate, demonstrative	___	___	___	___
other, please specify_____	___	___	___	___
_____				

Relationship				
not close, avoid each other	___	___	___	___
not close, little interest in each other	___	___	___	___
not close, but loyal and care about each other	___	___	___	___
close, share concerns and/or interests	___	___	___	___
other, please specify_____	___	___	___	___
_____				

If changes occurred from one time period to the other, what influenced the change(s)?_____

_____

_____

Additional comments._____

_____

_____

Brother(s)

If you have more than one brother, for each time period indicate the description for each brother by writing in the number corresponding to his present age as indicated in Section B, Siblings.

Example: Brothers: 1. 30 2. 17 3. 10 4.___ 5.___ 6.___

Write 1 in the one appropriate line in each column that describes your relationship with your brother who is now 30 years old.

Feeling	Before High School	Jr, Sr High School	1966 to 1970	1970 to 1974
hostile	___	___	___	___
unpleasant, feelings not particularly deep	___	___	___	___
volatile, demonstrative, loving and hating	___	___	___	___
indifferent	___	___	___	___
pleasant, feelings not particularly deep	___	___	___	___
loving, caring but not demonstrative	___	___	___	___
loving, affectionate, demonstrative	___	___	___	___
other, please specify_____	___	___	___	___
_____	___	___	___	___

Relationship				
not close, avoid each other	___	___	___	___
not close, little interest in each other	___	___	___	___
not close, but loyal and care about each other	___	___	___	___
close, share concerns and/or interests	___	___	___	___
other, please specify_____	___	___	___	___
_____	___	___	___	___

If changes occurred from one time period to the other, what influenced the change(s)?_____

_____

_____

Additional comments._____

_____

_____

III (Cont.)

5. Family

To what degree is and has been your family a source of financial, emotional and moral support for you?

Use this code:
1. none
2. slight
3. moderate
4. considerable
5. great

	(Mark one code in each column) Before High School	Jr/Sr High School	1966 to 1970	1970 to 1974
Financial support	___	___	___	___
Emotional support (provide love, comfort, interest and concern for your welfare, understand your feelings)	___	___	___	___
Moral support (respect you, your values; encourage your personal growth; stand by you in difficulties)	___	___	___	___

If a change occurred from one time period to another what influenced the change(s)?

_____

_____

Additional comments._____

_____

_____

F. ILLNESS, HANDICAP OR ACCIDENT

What, if any, illnesses, handicaps or accidents of yours, or members of your family, have substantially affected your life?
____None (skip to G)

1. Type of illness, handicap or accident_____

_____

2. Whose? (What relation to you?)_____

3. How did or does it affect your life?_____

_____

Additional comments._____

_____

III (Cont.)

G. What do you like about your present relationship with your parental family?

_____

_____

H. What do you dislike?_____

_____

_____

I. How satisfied are you with your present relationship with your parental family?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfied
___satisfied
___very satisfied

J. Additional comments._____

_____

_____

_____

IV LIVING ARRANGEMENTS

What is your present living arrangement?
(Circle the appropriate option.)

A. Where do you live?

house
room
apt/flat/duplex
dorm/barracks/fraternity or sorority house
mobile home/tent/houseboat
other, please specify_____

Do you ___own? ___rent? __other? (please specify)_____

_____

B. With whom do you live?
(Check as many as apply and write in number where appropriate.)

___alone
with:
___parent(s)
___sibling(s) or other relative(s)
___spouse
___children
___friend(s) - same sex, #____
___friend(s) - other sex,#____
___other - please specify_____

C. What do you like about your present living arrangements?

_____

_____

D. What do you dislike?

_____

_____

E. How satisfied are you with your present living arrangement?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfied
___satisfied
___very satisfied

F. Additional comments _____

_____

V EDUCATIONAL INVOLVEMENT

Do you have an academic degree beyond your high school diploma? ___No ___Yes (If no, skip to B)

Degree	Major	School	Year Obtained
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. In what educational classes or programs have you been enrolled this year (since June 1973?) (Check as many as apply.)

	Part Time	Full Time	Major Area	School	Toward what degree or certificatic if any?
None___ (Skip to E)					
Undergraduate school	___	___	_____	_____	_____
Graduate school	___	___	_____	_____	_____
Professional school	___	___	_____	_____	_____
Vocational school	___	___	_____	_____	_____
Continuing education	___	___	_____	_____	_____
Other (please specify) _____	___	___	_____	_____	_____

C. What do you like about your educational involvement this year?

_____

_____

D. What do you dislike?

_____

_____

E. How satisfied are you with your involvement or noninvolvement in educational pursuits this year?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfied
___satisfied
___very satisfied

F. Additional comments _____

_____

_____

VI Vocation

Are you employed now? ___Yes ___No (If no, skip to B, next page)

A. Employed

1. How long have you had your present job?_____

2. How did you get it? (through want ad, placement (SUNY/S?), pull, word of mouth, etc.)_____

3. In what setting are you employed?
(In the appropriate space, write P if it is a part-time job, or F if it is full-time job. If you have more than one job, indicate each.)

Business (sell goods and/or services): ___

Industry: (produce goods and/or services) ___

School: ___pre-school ___elementary ___jr. high ___sr. high
___2-year college ____4-year college ___university
___adult/continuing education

Medicine: ___hospital ___clinic ___private practice
___commercial lab ___other, please specify_____

Fine and Performing Arts: ___free lance, or associated with:
___gallery ___theater ___music hall, ___other, please specify_____

Government Agency: ___transportation ___law enforcement ___parks
___welfare ___health ___other, please specify_____

Government (politics): ___town ___city ___county ___state
___federal

Law: ___private practice, or ___judicial system: ___town
___city ___county ___state ___federal

Mititary Service stationed in: ___U.S. ___overseas, please specify country_____

Agriculture: ___

Domestic services: please specify_____

4. What is your job title?_____

5. What do you do?_____

_____

VI (Cont.)

6. What is your present annual salary?

___under $ 4,000
___$ 4,001 - 7,000
___ 7,001 - 10,000
___ 10,001 - 13,000
___$13,001 - $16,000
___ 16,001 - 19,000
___ over $19,001

7. What was the educational requirement for your present job? (Check as many as apply)

___college not required
___some college
___Associate Degree
___Bachelors Degree
___Masters Degree
___certification/license
___Doctorate
___professional Degree, please specify_____
___other, please specify_____

8. If any amount of college experience was required, was it in a particular field? ___no ___yes, in_____

9. What other requirements were there besides educational ones?_____

_____

10. What do you like about your present job?_____

_____

11. What do you dislike?_____

_____

12. How satisfied are you with your present job?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfie
___satisfied
___very satisfied

13. Additional comments. _____

_____

_____

Skip to VII (bottom of next page)

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VI (Cont.)

B. Not Employed

1. What principally occupies your time? (Check one.)

___being a student
___homemaking activities involving home/spouse and/or children
___looking for a job
___volunteer work - please describe_____

_____

___other, please specify_____

_____

2. What do you like about what you do?_____

_____

_____

3. What do you dislike?_____

_____

_____

4. How satisfied are you with what you do?

___very dissatisfied
___dissatisfied
___more dissatisfied than satisfied
___more satisfied than dissatisfied
___ satisfied
___ very satisfied

5. Additional Comments_____

_____

_____

VII What, if any source(s) of financial support do you have (other than your job if you work?) (Check as many as apply.)

___none
___parent(s)
___spouse
___parent(s) of spouse
___savings/investments
___loans
___scholarships/grants
___other, please specify_____

_____

VIII YOU

A. What one word best describes how you feel about yourself? _____

B. How would you describe yourself? _____

_____

_____

_____

C. 1) What has given you the most satisfaction this year?
(Name one source of satisfaction.)

_____

2) Why? _____

_____

D. 1) What has given you the most dissatisfaction this year?
(Name one source of dissatisfaction.)

_____

2) Why? _____

_____

E. How satisfied are you with your personal, social, intellectual, aesthetic, vocational, and civic development?
Write one code number for each main category and sub-category using this code:

1. very dissatisfied
2. dissatisfied
3. more dissatisfied than satisfied
4. more satisfied than dissatisfied
5. satisfied
6. very satisfied

___ Personal Development
__(a) self-confidence
__(b) self-discipline
__(c) sense of humor
__(d) knowing your strengths, weaknesses, values, interests
__(e) exercising your creativity
__(f) establishing and living by priorities you believe in
__(g) being or working toward becoming the person you can and want to be.

___ Social Development
__(a) being able to relate well with others
__(b) understanding others' values, accepting their differences
__(c) establishing and being comfortable with various degrees of intimacy and trust in relationships
__(d) accepting and fostering mature interdependence in your relationships

___ Intellectual Development
__(a) being able to think critically, analyze and synthesize data, apply knowledge to new situations
__(b) understanding and appreciating the historical, political and scientific world in which we live.

____ Aesthetic Development

__(a) appreciating and enjoying art, music, poetry, literature, drama, dance

____ Vocational Development

__(a) establishing a vocational goal or goals which you believe will be satisfying to you.

__(b) preparing for or developing/advancing in a specific career which you believe will be satisfying to you.

____ Civic Development

__(a) being aware of societal conditions and problems

__(b) contributing to the alleviation of societal problems

Additional Comments

That's all for this year.

Thank you!